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ABSTRACT

One thousand and fifty-eight graduates from Carrollton High School (Michigan) between 1964 and 1975 were involved in a normative survey using a two-page questionnaire and telephone followup. It was hoped to discover strengths and weaknesses that might exist in the school's curriculum and to determine if the quality of education had met the needs of most graduates. Answers were received from 640 or 60.5 percent of the graduates. Selection of participating graduates was made by unrestricted sampling. Questions covered past and present employment, adequacy of high school experience in relation to work or study, factors affecting remaining in school to graduate, and satisfaction with guidance services. An analysis of data indicated that 70 percent of the respondents were satisfied with the educational program, that no drastic educational program changes were needed, and that a large number of graduates remained in the local area for further education and employment. Business education, science, and mathematics courses were reported as most beneficial. Guidance counseling and teacher performance were considered the weakest part of the program. Nine recommendations are made regarding school programs and services, activities, and teachers. A nine-page bibliography, the questionnaire, and the response coding system are appended. (Author/NH)

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ABSTRACT

A FOLLOW-UP STUDY OF THE GRADUATES OF CARROLLTON HIGH SCHOOL CARROLLTON, MICHIGAN 1964-1973

By

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A Dissertation Submitted in Partial Fulfillment of
The Requirements for the Degree of
Doctor of Philosophy

Walden University
July, 1974

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ABSTRACT

The purpose of this follow-up study was to discover the strengths and weaknesses that might exist in the curriculum of Carrollton (Michigan) High School and to find out if the quality of education had met the needs of most graduates from 1964 through 1973. Specifically, the study attemped to secure information about the graduates' postsecondary educational pursuits and job experiences; which aspects of the curriculum were reported to be most beneficial; how they thought the high school's educational program could be improved; and what caused them to remain in high school to graduate.

One thousand and fifty-eight selected graduates from Carrollton High School were included in a normative survey which employed the questionnaire as the primary instrument and the telephone interview as the secondary instrument for gathering the desired data. A two paged questionnaire was developed, validated, and mailed. As a result of the mailed questionnaires and telephone interviews, answers were received from 640 people or 60.5 percent of the graduates. The received questionnaires were then coded, key punched, and processed. When the data was returned, selected levels of mathematical competency were implemented in order to secure the most accurate measurements possible from the data received. These results were then placed in table, chart, or figure form with appropriate explanations.

An analysis of the data resulted in several conclusions being drawn. The data, for the most part, indicated that the respondents were

satisfied with the educational program of their high school -- 70 percent so stated this fact. The respondents implied that no drastic educational program changes were needed. A large number of responding graduates remained in the local area for further education and employment. High school courses in business education, science, and mathematics were reported most beneficial; and the majority of these graduates indicated that extracurricular activities were of no value to them after graduation from high school. The weakest part of the high school program, according to the respondents, was guidance counseling and teacher performance.

The reason most respondents remained in high school to graduate was the influence of their parents as well as their own desire for an education and the diploma needed to obtain a "good job."

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CHAPTER I

BACKGROUND

Introduction

Education has been a subject of concern in America for at least the past two hundred years. When John Adams wrote the following, he stated a premise of educational ideas which many of the educators of this nation have tried to fulfill:

> Human nature with all its infirmities and deprivation (was) still capable of great things. Education (could make) a greater difference between man and man than nature has made between man and brute. The virtues and powers to which men may be trained, by early education and constant discipline, are truly sublime and astonishing ... It should be your care, therefore, and mine to elevate the minds of our children and exault their courage; to accelerate and animate their industry and activity; to excite in them ... an ambition to excel in every capacity, faculty and virtue. If we suffer their minds to grovel and creep in infancy, they will grovel all their lives.[1]

During the time of Washington, Jefferson, Franklin, and Adams, most elementary and secondary education was informal and was vocational in nature. The home, in most cases, was the school. Formal education for the masses had not reached the high degree of development that it enjoys today.[2] Therefore, the need for and the selection of formal education was based upon the individual's need or desires for education and his family's ability to obtain it for him. The less complex economic society of eighteenth century America could be maintained without highly structured colleges, universities, secondary, and elementary schools.[1] It could be and was maintained by the individual's haphazard and non-directed drive to further develop his education.[2]

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[1] Page Smith, John Adams (Garden City, New York: Doubleday and Company, Inc., 1962), p. 220.

[2] Harry G. Good and James D. Teller, A History of American Education (New York: The Macmillan Company, 1973), p. 27.

Colonial American life was simple, and a simple education would allow the vast majority of its people to function adequately. The individual could, by himself, develop the processes necessary for useful citizenship. Today, this may not be true. Very advanced training and education, whether vocational or academic, is needed for the individual to fulfill his responsibility to the socio-economic society of this country. A person in America today must turn to resources outside himself for assistance in developing his abilities. It has been pointed out that the school has the greatest responsibility of any facet of today's society in meeting this need.[3] Within this society, youth has the most need of assistance from schools in developing skills and abilities. Because the school has been challenged, "... to help every person find and use the key that will unlock the riches that are the possession of all,"[4] it must do all it can to help each youth of today. Of all the obligations of the school, one of the greatest is to retain all educable students until they have fully developed their potential abilities, whether vocational or academic. To meet this challenge, a considerable amount of work by educators and persons interested in better education for all is required. As yet, the goal of retaining each educable youth in school has not been achieved.[1]

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[1] Ibid., pp. 33-4.

[2] Ibid., p. 78.

[3] Ibid., p. 423.

[4] Educational Policies Commission, The Purpose of Education in American Democracy (Washington: National Education Association, 1946), p. 185.

In the early days of the American Republic, it was difficult to secure a free public education for all who wanted or needed it. "Free public education for twelve years has been achieved in all communities only after dedicated decades by pioneers such as Horace Mann."[2] Presently, although free public school education is available to all, it is a struggle for educators to keep the youth of the nation in school until their abilities have been developed to the utmost. When looking at the total number of educable youth that leave school prematurely each year, an observer might think that the public elementary and secondary schools of the United States were failing to keep the nation's youth in school until graduation. This is, however, not entirely true. During the Civil War, only 2 percent of the country's youth remained in school until high school graduation. During the Spanish American War in 1898, about 6 percent of this same age group were remaining in school until graduation.[3] By 1910, 16 percent of the population over twenty-five years of age had obtained a high school diploma while about 24 percent of the population had not completed the fifth grade. By the year 1930, about one-half of the students, who enrolled as ninth graders, remained to graduate while only 23 percent of those over twenty-five had completed their high school education. Thirty years later, in 1960, about two-thirds of the ninth grade students stayed in school to graduate, and about one-half of the adult population over twenty-five had a high school education.[1] Today, the general public expects more and more from its educational systems. In fact, the public expects "still more" to happen faster and better. Many times these rising expectations for education obscure our view of the very real achievements of education in America. The enormous increase in the amount of education can be seen in the fact that now two-thirds of America's work force are high school graduates as compared to only one-half of the work force a little over ten years ago.[2]

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[1] Grant Venn, Man, Education, and Manpower (Washington, D. C.: The American Association of School Administrators, 1970), p. 92.

[2] Virgil Murk, "A Follow-Up Study on Students Who Drop Out of High School" (Master's thesis, Northern Illinois University, 1960), p. 7.

[3] United States Office of Education, Biennial Survey of Education in the United States, 1956-58 (Washington: Government Printing Office, 1962), p. 20.

Even though the total number of students who drop out of high school prior to graduation is still large, the retention ratio seems to be improving and is, perhaps, encouraging. However, even with more American youth staying in school, the ultimate retention goal of the public schools in the United States has still not been reached. Currently, there are studies being conducted throughout the fifty states concerning high school students and why they do or do not stay in school to graduate.[3] A great number of these studies are concerned with the dropout problems facing our schools today. On the other hand, many studies are concerned with various areas of the curriculum and how well the school is serving the majority of its students. For example, there are studies related to science curriculums, English programs, the success of vocational education students, and the value of a guidance department to graduates. In addition, there are also some studies that deal with the graduating class as a whole and the total effect of their high school experience on their success.

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[1] Grant Venn, Man, Education, and Manpower (Washington, D. C.: The American Association of School Administrators, 1970), p. 84.

[2] Kenneth B. Hoyt, Rupert N. Evans, Edward F. Mackin and Garth L. Mangum, Career Education What it is and how to do it (Salt Lake City, Utah, 1972), p. 27.

[3] Review of ERIC files (Bethesda, Md,: ERIC Document Reproduction Service, ED 002 747, 1956 - ED 078 228, 1973).

The school should discover as much as possible about the students it serves. One method of ascertaining this is by opinion survey. Through such studies and the data generated by its constituents, the school can make changes that will better serve its students.

The Purpose of the Study

The general purpose of this study was to discover the strengths and weaknesses that may exist in the present curriculum at Carrollton High School that affect the quality of the education received by its graduates.

Specifically this study will attempt: One, to determine if the educational program at Carrollton High School had provided an adequate foundation for the occupational employment or postsecondary study choices of its graduates; two, to secure information about the graduates' postsecondary educational pursuits and job experiences; three, to discover which aspects of the curriculum the graduates thought were most beneficial; four, to obtain information and comments from the graduates relative to improving the high school's educational program; five, to determine who exerted the most influence on the graduates to remain in school to graduate; six, to find out, at least to some degree, why those students, who disliked school, remained to graduate.

The Community

Carrollton is a township in Saginaw County, Michigan, and was incorporated by the county supervisors on 4 January 1866.[1] The township is 1,200 acres in size and is located along the banks of the Saginaw River on the northern limits of the city of Saginaw, Michigan. It is a part of the Greater Saginaw Metropolitan Area. It is ninety-five miles north of Detroit on Interstate Highway I-75, sixty-six miles west of Lake Huron on Michigan State Highway 46, 191 miles south of the Straits of Mackinac, and seventy-one miles northeast of Lansing, Michigan.

In the early 1830s, Judge Carroll came to this wilderness area of Michigan. Many believe that the community was named after him. From its beginning, Carrollton was an industrial community. "In 1868 there were nine saw mills and twenty-three salt blocks."[2] At the turn of the century, many of these companies were beginning to pass from the scene. In 1902, the Michigan Sugar Company began operations in Carrollton. By 1935, when the Huron Cement Company came to the community, all of the early industries, with the exception of the Michigan Sugar Company, were just a memory. Joining these compaines in the present industrial and port complex are Kretchmer Wheat Germ Corporation, Saginaw Asphalt Paving Company, Merritt Packing Company, and Carrollton Concrete Products Company. The port facilities handle both domestic and foreign shipping which serves the entire Saginaw Valley. The community makes good use of the rail services of the C. & O. and Grand Trunk railroads.

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[1] James Cooke Mills, History of Saginaw County, Michigan (Saginaw, Michigan: Seeman and Peters, Publishers, 1918), p. 371.

[2] Harold Ellsworth dir., Carrollton Centennial, 1866-1966 (Carrollton, Michigan: The Carrollton Jaycees and Carrollton Township Board, 1966), p. 3.

From "not over 600"[1] in 1868, Carrollton has grown to 8,562 persons according to the census of 1970. Carrollton is governed by a charter township board consisting of a supervisor, a secretary, a clerk, and two trustees, all of which are elected for a four year term of office.[2] The charter township is served by a volunteer fire department of twenty-six men and a part time police department of fifteen officers with supplemental police protection from the Saginaw Sheriff's Department and the Michigan State Police. Street lighting, recreation and park development, road programs, drainage programs, and rubbish collection are some of the charter township services offered to its citizens.

Residents of Carrollton contribute to the socio-economic life of the metropolitan Saginaw area. Carrollton is a religiously oriented community. There are two Catholic churches and three Protestant churches within its boundries. It has an eight-grade Catholic school, two eight-grade Lutheran schools, and one Catholic Catechetical Center. Some of the more active organizations in Carrollton are the Lions Club, Jaycees, Scout Troops, Veterans of Foreign Wars, C.A.A. (Carrollton Athletic Association), the Carrollton Home and School Association, the Senior Citizens, as well as church affiliated groups. Carrollton also has its own monthly newspaper which is published by the Junior Chamber of Commerce.[3]

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[1] Ibid., p. 8.

[2] Joseph A. Parisi, Jr. *A Manual for Township Officials of the State of Michigan* (Kalamazoo, Michigan: Doubleday Brothers and Company, 1963), p. 51.

[3] Rolland A. Alterman, *Carrollton In Service Curriculum Study* (Mount Pleasant, Michigan: Central Michigan University, 1969), pp. 2-3.

The School

As early as January 1835, Albert Miller was teaching school in the Saginaw area.[1] However, schools cannot be positively identified with the Carrollton district until 1873 when a grade school and three teachers, with about 140 students, was reported.[2] With this many teachers serving over a hundred students, school surely must have been conducted by the district for a number of years preceding 1873. Carrollton Township, for many years, had two school districts. Carrollton Union District No. 1 was in existence by 1877.[3] Even though many believe that the two districts were created at the same time, verification of Carrollton Mershon District No. 2 cannot be made before 1894.[4] These school districts, Carrollton Union and Mershon, operated independently until 24 April 1953.[5] At that time, the two districts became one by the annexation of Carrollton Mershon District No. 2 to Carrollton Union District No. 1. The district is known today as Carrollton Public Schools.

In 1955, the Carrollton Public School District built its first school, Carrollton Junior High School. As a result of growth and the desire of the school system to provide a kindergarten through twelfth grade education, Carrollton High School was built in 1961. The same year saw the completion of J. B. Griffin Elementary School.

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[1] The County of Saginaw Michigan Topography, History, and Art Folio (Saginaw, Michigan: Imperial Publishing Company, 1896), p. 130.

[2] Brown's Annual Directory of the Saginaw Valley (Lansing, Michigan: W. S. George and Company, Printers and Binders, 1873), p. 620.

[3] F. W. Beers, Atlas of Saginaw County (New York: F. W. Beers, Company, 1877), pp. 63-5.

[4] Carrollton (Michigan) Mershon District No. 2, Minutes of Meetings of Board of Education, Meeting of 12 July 1894.

[5] Carrollton (Michigan) Public School District, Minutes of Meetings of Board of Education, Meeting of 24 April 1953.

With the building of Carrollton Middle School in 1973, the district was able to close its two small elementary schools. Carrollton Mershon Elementary School, which was built in 1922, was completely removed from the services of the district. Carrollton Union Elementary School, which was built in 1936, has become the Central Administration Building of the district. On the second floor of this building are the offices of the community school director and the adult education service of the district.

The student population of Carrollton Public Schools is integrated. Approximately 17 percent of the student body is comprised of minority groups. Eight percent are blacks, and 9 percent are Mexican-American.

The Carrollton Public School System is a fourth class school district[1] with 2,308 students. It is headed by a seven-man board of education. Each member is elected for a term of four years. The officers of the board are president, vice president, secretary, and treasurer. The administration of the school district is directed by the superintendent who has ten administrators assisting him. These assistants are as follows: an administrative assistant, a principal and assistant principal at the high school, a principal and assistant principal at the middle school, a principal and assistant principal at the elementary school, a director of special education, a community school director, and a maintenance-transportation supervisor. The students of the district are directly served by 120 teachers, eleven secretaries, seventeen custodians, six teacher aides, seven bus drivers, and eight crossing guards. The Carrollton Public School District is one of the few fourth class districts in Michigan with a pre-school program and a community school program including adult education and senior citizen activities.

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[1] In Michigan, a fourth class school district is one having a school census of less than 2,400 children between the ages of five and twenty.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The review of literature, which will be a synopsis of follow-up studies, was classified into two main categories, general literature and related studies. The general literature section includes reports and evaluations of follow-up studies that were published in periodicals and learned journals from 1913 to 1974. After 1960, such studies declined in number.

> "The survey of the literature brought to light the fact that relatively few studies of high school graduates have been published or had their findings made broadly available to educators. Many surveys were reported which dealt with the high school dropouts."[1]

The related studies section includes unpublished follow-up studies found throughout the United States from 1950 to 1974. However, interest was centered in the state of Michigan with special focus on the communities around Carrollton, Michigan.

Review of General Literature

The adequacy of education has always been of great concern to the American public schools. The follow-up study and the interview of high school graduates has been utilized by the schools to evaluate the success or failure of public education. Follow-up studies have been made by individual schools throughout the country for different reasons and at different times with conflicting results. Livingston[1] has observed that follow-up studies concerning high school graduates were being conducted at the turn of the present century. These studies were primarily interested in numerical counts and showed little or no concern for other pertinent follow-up study data.

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[1] Billy Braden, A Pilot Follow-Up Study of High School Graduates for the Years 1961-1965 in the Twenty-three Counties of West Kentucky Having Counselors During 1964-65 (Bethesda, Md.: ERIC Document Reproduction Service, ED 024 101, 1969), p. 6.

Koeninger[2] states that the results from an early follow-up study were published as early as February 1913 in School Review. Shallies,[3] in this reported study used 735 graduates from seventy-five high schools in the state of New York. The purpose of the study was to determine what percentage of these graduates entered college, normal schools, immediate teaching, professional schools, or business and the trades. He also wanted to discover if there was validity in two popular beliefs about high school graduates. First, were graduates primarily prepared for college entrance? Secondly, do the graduates who are less academically talented enter normal school and other "callings"?

The results of Shallies' study disclosed that 38 percent of the graduates went on to college; 16 percent went to normal school; 51 percent went into other "callings". This early study raised some concern about the high school education received by its students who were not college bound. The article concludes by stating "... it should be pointed out that similar studies from different parts of the country are very much needed in order to show whether conditions in New York state are typical."[1]

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[1] A. Hugh Livingston, "High School Graduates and Dropouts - A New Look at a Persistent Problem," School Review 66 (March 1956), 195.

[2] Rupert C. Koeninger, Bibliography of Follow-Up Studies (Lansing, Michigan: Michigan State Board of Education, 1942), p. 23.

[3] Guy W. Shallies, "The Distribution of High School Graduates After Leaving School," School Review 21 (February 1913): 81-9.

In the 1920s, a small increase in published follow-up studies of high school graduates was found. These studies seemed to be concerned with more than just the academically talented and college bound. For example, Mueller[2] and Dolch[3] were curious about the migration of graduates from the area of their home high schools. Mueller's study in New England found that 41 percent of the graduates had remained at home and 59 percent had left the home area. Dolch discovered the same to be true in a rural community in Illinois; less than one-half of the graduates remained in the home community after graduation from high school.

A follow-up study by Thorndike and Symonds[4] indicated that high school graduates made their life careers in occupational fields that were among the most intellectual and "refined." They concluded that the enviable status shown for high school graduates between 1892 and 1901 could not be maintained in the future. This was because the supply of high school graduates was increasing so rapidly that many professions and semi-professions would soon demand high school educational training.

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[1] Ibid., p. 89.

[2] A. D. Mueller, "A Vocational and Socio-Educational Survey of Graduates and Non-graduates of Small High Schools of New England," Genetic Psychology Monographs 11 (April 1929): 4.

[3] E. W. Dolch, "Geographical and Occupational Distribution of a Rural High School," Social Review 33 (June 1925): 413-21.

[4] E. L. Thorndike and P. Symonds, "Occupations of High School and Non-graduates," School Review 30 (June 1922): 443-51.

A follow-up study by O'Brien,[1] made more than ten years after the study by Shallies, indicated a continued interest in the academic talents of the high school graduates who entered college. O'Brien discovered that 35 percent of the more than four thousand high school graduates from sixty high schools in the state of Kansas continued to college. Sixty-one percent of those who entered college came from the upper 50 percent of the high schools' graduating classes. O'Brien carried his inquiry further and discovered that only one out of four high school graduates entering college became a college graduate.

Shannon[2] undertook a follow-up study of three groups of high school graduates from one of the city high schools in Terre Haute, Indiana. One group was composed of high school leaders, one of honor roll students, and one of a random sampling of neither leaders nor scholars. Shannon found that in the areas measured, the former high school leaders did better than either the scholars or the random group students. In addition, the former scholars did not succeed in the measured areas as well as the members of the random group. In this study, the scholars were the least successful in postsecondary endeavors. According to Shannon, scholars seem to be able to excel in book learning more than in the productive work of our economic society.

The decade of the 1930s was a time of noticable increase in reported follow-up studies.[1] A study by Reinhardt[2] illustrated the continued concern educators had relative to the ability of the nation's high schools to prepare its graduates for college. The findings from a questionnaire sent to 453 college students indicated that English was the most valuable high school subject. Mathematics was the least valuable, hardest, and least liked high school subject according to the respondents. This study disclosed that good teachers and interesting subject matter were important factors in the students' like or dislike of a given subject.

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[1] F. P. O'Brien, "Mental Ability with Reference to Selection and Retention of College Students," Journal of Educational Research 18 (February 1928): 136-43.

[2] J. R. Shannon, "The Post-school Careers of High School Leaders and High School Scholars," School Review 37 (August 1929): 656-65.

Punke[3] conducted a follow-up study that involved fourteen thousand high school students graduating between 1870 and 1932 from twenty-one Illinois high schools in communities of less than five thousand population. The results indicated that only about one-third of the graduates remained in the local community for five or more years after graduation from high school. One of the conclusions extracted from this follow-up study was that the education of high school students by small communities caused an unwarranted drain on the social and economic resources of the area.

With almost two-thirds of the graduates leaving the community, Punke concluded that it would be desirable to inform the high school students about the vocational opportunities to be found outside of the community.

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[1] Review of Education Index, vol. 1-4; 23 vols. (New York: The H. W. Wilson Co., 1932-1973).

[2] Emma Reinhardt, "The High School as Viewed by Recent Graduates," Clearing House 12 (December 1937): 205-8.

[3] Harold H. Punke, "Migration of High School Graduates," School Review 42 (January 1934): 26-39.

Clem and Dodge[1] collaborated in a follow-up study concerning the success, after graduation, of high school leaders, scholars, and a random group of students. This study paralleled the previously mentioned follow-up study by Shannon, a decade earlier. Both studies found that leaders were more successful after high school than were the scholars or those in the random group of graduates. On the other hand, Clem and Dodge found that the scholarly group, unlike Shannon's findings, had been more successful than the random group of high school graduates. The respondents in this study indicated that those who excelled in extracurricular activities were generally successful after high school graduation.

In the 1930s, for the first time, published follow-up literature was concerned with specific instructional areas of the high school curriculum. This was particularly true in the areas of vocational agriculture, commercial or business education, and home economics. A study emphasizing vocational education was conducted by Magill[2] from which he drew the following conclusions: One, courses taken in high school by the student were closely related to the occupation followed by that student upon graduation; two, vocationally trained students showed greater stability in their postsecondary employment experiences; three, the vocationally trained high school students who went on to college showed a greater persistence in college than did non-vocationally trained high school students; four, girls who were vocationally trained were slower to marry than non-vocationally trained girls; five, vocational agriculture programs and courses were functioning better than other vocational curriculum courses.

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[1] Orlie M. Clem and S. B. Dodge, "Relation of High School Leadership and Scholarship to Post-school Success," Peabody Journal of Education 10 (May 1933): 321-9.

[2] Edmund C. Magill, "Occupations of the Vocationally Trained," Agricultural Education Magazine 5 (June 1933): 181.

The economic depression of the mid-nineteen thirties may have fostered a new type of follow-up study, a study interested in the employment status of high school graduates. Such a study was made in Cleveland, Ohio,[1] in which three thousand graduates from the five high schools in Cleveland were personally interviewed. "Many of the facts disclosed in this study are of an alarming nature."[2] The alarming facts were that 25 percent of the high school graduates since 1925 were unemployed. In addition, the percentage of unemployment of graduates rose from 17 percent in 1929 to 34 percent in 1934. During this same period of time the percentage of high school graduates entering college fell from 32 percent to 18 percent.

Follow-up surveys also appeared in the 1930s that were conducted to improve the curriculum of the high school. Central High School of Kalamazoo, Michigan,[3] undertook a study of those students who graduated during the fifteen years preceding 1938. The study brought out the fact that 63 percent of the responding graduates had not attended college. The information from the study was used to introduce into the high school curriculum, survey courses that would help prepare future high school graduates for work available to them in the Kalamazoo area.

Cramer[4] was interested in solving the problems of occupational adjustment experienced by many high school graduates. Follow-up interviews were started in 1931 and were continued through 1938 with the 564 graduates of Smithville (Missouri) High School. Cramer discovered that nearly 14 percent of the responding graduates were engaged in unskilled employment, about 8 percent in semi-skilled occupations, slightly over 62 percent in skilled manual and white collar jobs, and about 12 percent of the graduates were in professional employment. In the case of these responding graduates of this small high school, more than 80 percent were engaged in average and lower grades of occupations. The study also found that 72 percent of the graduates remained in the vicinity of their graduating high school. The graduates did not reveal any dislike for the high school curriculum offered. They did state that they could have used more preparation for the right jobs.

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[1] "A Follow-Up Study of High School Graduates in Cleveland," School Review 44 (October 1936): 565-6.

[2] Ibid., p. 565.

[3] "Two Follow-Up Studies of High School Graduates, Central High School, Kalamazoo," School Review 46 (September 1938): 484.

[4] Buel B. Cramer, "Following-Up High School Graduates," Occupations 18 (December 1939): 182-6.

The literature on follow-up studies of high school graduates in the 1940s would seem to indicate that such studies were still popular and important to many educators involved in secondary education.[1] Follow-up studies undertaken during this decade were concerned with the academic preparation of high school graduates for college entrance, where the graduates resided after graduation, as well as questions raised by studies made during the preceding three decades.

Evans,[2] in 1940, conducted a follow-up study of all the 1930 high school graduates from the six high schools in the city of Indianapolis, Indiana. Sixty percent of the one thousand nine hundred and ninety-one, 1930, graduates responded to the survey either by returning a questionnaire or through personal interview. From this study, "... school officials hope to draw conclusions which assist them in guiding boys and girls who are now in school."[1] Slightly over 40 percent of the graduates had attended college and one-half had remained to graduate. For 60 percent of the responding graduates, high school represented their last experience in formal education. Approximately 80 percent of the respondents continued to live in the community ten years after high school graduation. Seventy-one percent of the respondents had married since graduation from high school, and of this number, 4 percent had received a divorce. English and social science were listed as the courses most helpful to all the respondents. The boys thought mathematics and shop classes very important to them. The girls indicated that commercial courses, home economics, and mathematics were very important to them.

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[1] Review of Education Index, vol. 4-7; 23 vols. (New York: The H. W. Wilson Co., 1932-1973).

[2] W. A. Evans, "Indianapolis Surveys Its High School Graduates," School Board Journal 102(March 1941): 56-97.

Over 68 percent of the 218 high school graduates responded to a follow-up survey conducted by Oppenheimer and Kimball.[2] The authors were interested in discovering what had happened to the first graduating class (1937) of Woodrow Wilson High School, Washington, D. C., a decade after their graduation. Forty-five percent of the respondents had graduated from college with only about 10 percent who had no further formal education. Since high school graduation, 71 percent of the respondents had married, and the same percentage of the respondents continued to live in the Washington, D. C. area ten years after graduation from high school. Data extracted from this study revealed that 27 percent of the high school graduates were employed in professional and semi-professional occupations. Thirty-two percent occupied clerical, sales, and kindred occupations with 12 percent working as proprietors, managers, or officials. Craftsmen, foremen, and kindred workers accounted for about 5 percent of the respondents' employment. Some 10 percent were in the military services, and another 12 percent were full time students. One percent were unemployed. A considerable number of the responding high school graduates commented on the high quality of the education they had received and recalled outstanding teachers who had been an inspiration to them.

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[1] Ibid., p. 97.

[2] Celia Oppenheimer and Ruth F. Kimball, "Ten-year Follow-up of 1937 Graduates," Occupations 26 (January 1948): 228-34.

Crawford[1] used the 1942 graduating class at Woodrow Wilson High School, Washington, D. C., in order to evaluate the curriculum and determine, "... what of the new to assimilate into the old and what of the old to cast off."[2] Eighty-three percent of the graduates returned their questionnaires. Eighty-one percent of these graduates rated their high school education as more than "fairly sufficient" with the majority of them believing that it had been "very helpful." Those graduates who rated their education as less than adequate gave these reasons: One, not knowing how to study; two, lack of study; three, choice of wrong subjects. Fourteen percent of the responding graduates suggested more emphasis on grammar, composition, and themes. Ten percent recommended more emphasis on knowing how to study, on note-taking, and on outlining. English was rated the most helpful of all courses with mathematics a close second.

In Crawford's study, 69 percent of the students participated in extracurricular activities. The respondents indicated that the extracurricular activities which had most affected adjustments in personal responsibility were the Cadet Corp, student government, publications, clubs, and organizations.

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[1] Jane Elizabeth Crawford, "A Survey of High-School Graduates of 1942," School Review 53 (January 1945): 44-9.

[2] Ibid., p. 44.

Ramsay[1] undertook his study to secure data that would throw light on statements made by the visiting Commission on Secondary Schools of the Middle States Association of Colleges and Secondary Schools when it visited Glen Ridge High School, Glen Ridge, New Jersey, in April of 1947. The four statements made by the commission were concerned with the school's curriculum and its inability to adequately meet the needs of the high school students in the lowest quarter of their graduating class. Ramsay, by means of intelligence tests, identified fifty-five graduates in this category. The 36 percent of these graduates, who responded to the questionnaire, indicated that English and mathematics were the high school subjects most helpful to them after graduation. The respondents, for the most part, were satisfied with the curriculum offered by their high school. From the study, Ramsay concluded, "The success attained by these graduates in whatever line of endeavor they have followed would cause one to question whether any other curriculum offering could have made them any more successful."[2] This study indicated that success of these students included college work as well as job experiences.

Pierce[3] wanted to help graduates from Gustine Union High School, Gustine, California, lead successful lives and obtain good jobs. To do this, he offered the services of the high school to the graduates. To determine how the school could accomplish this feat, questionnaires were sent to the graduates of the classes of 1935 through 1939. Fifty percent of these graduates responded to the questionnaire. From the information obtained, the school offered classes for graduates; obtained jobs, both in the public and private sector; and gave guidance and counseling related to further study to all graduates who asked. Twenty percent of the class of 1939 took advantage of these services while 30 percent went on to college. Twenty-five percent were absorbed in industry; 10 percent, all girls, stayed at home; and 5 percent of the graduates were unemployed.

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[1] Alfred C. Ramsay, "Are We Meeting the Needs of High School Students in the Lowest Quarter?," School Review 56 (December 1948): 606-10.

[2] Ibid., p. 610.

[3] Walter J. Pierce, "Follow-up Studies of High School Graduates," California Journal of Secondary Education 15 (March 1940): 170-1.

During this decade, the 1940s, a concern developed for the student who did not remain in high school to graduate. Thus, a number of the follow-up studies conducted were interested in the early high school "leaver." Justice[1] conducted a follow-up study of early high school "leavers" and high school graduates in the fourteen high schools in Mecklenburg County, North Carolina, during the school year 1938-39. Personal interviews and questionnaires were used in the study. Ninety percent of the 487 graduates and 76 percent of the 138 dropouts responded to the survey. The survey discovered several reasons why students left high school before graduation: One, 29 percent left for economic reasons; two, 21 percent left because of a dislike or indifference toward school; three, 9 percent had failed so often in school that they finally left; four, 6 percent left to get married; five, 4 percent were forced to quit school because of poor health; six, 4 percent were suspended; seven, 6 percent left for a variety of reasons; eight, why 21 percent did not stay in school could not be determined.

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[1] S. Marion Justice, "Implications of a Follow-Up Study of School-Leavers," Occupations 19 (May 1941): 563-6.

The data revealed that far more dropouts were dissatisfied with their jobs than were graduates. It was also discovered that more early school "leavers" were employed in sales work than any other occupational classification. It was interesting to note that graduates did not receive higher wages than early "leavers" did for the same work, however, graduates were employed in occupations which paid higher wages.

A similar follow-up study that included both early high school "leavers" and graduates was conducted by Warstler.[1] He mailed questionnaires to the 618 persons who had left La Grange (Indiana) High School from 1925 through 1940. Sixty-seven percent of the questionnaires were returned with a greater return from graduates than from early "leavers." The responses in this study indicated that the longer a student remains in high school, the better job that person can obtain. The graduates used in this study listed their reasons for leaving high school as lack of interest, marriage, sickness, and inadequate finances. Fifty percent of the respondents remained in the community after leaving high school. Only 20 percent moved more than sixty miles from La Grange. Eighty percent of the respondents indicated that their high school education had been helpful in their occupational adjustment after leaving high school. The boys reported mathematics and the girls reported English to be the subjects that were most useful to them after leaving school. Many respondents suggested that they should have taken bookkeeping, typing, shorthand, science, and public speaking. Warstler concluded that when 80 percent of a high school's population does not receive any additional scholastic training, it is the high school's responsibility to supply vocational guidance, placement, and a follow-up service to early school "leavers" and graduates.

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[1] A. R. Warstler, "Long-Term Follow-up of School-Leavers," Occupations 20 (January 1942): 284-5.

There was a noticeable change in the emphasis of the published follow-up literature concerning secondary schools during the 1950s. Follow-up studies involving only high school graduates decreased significantly while follow-up studies concerning dropouts increased significantly.[1]

Ritter[2] studied the opinions of the 362 high school graduates from the Corona Unified School District, Riverside County, California, from 1936 to 1951. The purpose of the study was to discover if the present high school curriculum was meeting the needs of its graduates. His follow-up questionnaire was returned by 30 percent of the graduates. The respondents indicated that English, vocational courses, homemaking, and mathematics were the most valuable courses in the high school curriculum. Biology, Latin, and algebra were considered by the group as the least valuable. Extracurricular activities ranked seventh out of the top ten most valuable high school offerings. Student government, drama, journalism, sports, and clubs were ranked highest in the area of extracurricular activities by the respondents. The data showed that these graduates thought that courses dealing with sex education, foods and clothing, and how to get a job should have been added to the high school curriculum. Many of the responding graduates wished that they had been made to work harder while in high school.

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[1] Review of Education Index, vol. 7 - 12; 23 vols. (New York: The H. W. Wilson Co., 1932-1973).

[2] Ed Ritter, "The Right Curriculum," Nations Schools 50 (November 1952): 48-50.

Anderson[1] conducted a follow-up study by questionnaire of the co-op office-training graduates from Saginaw High School from 1948 through 1951. The purpose of the survey was to determine the present occupational status of the graduates and to discover some of the benefits the graduates received from the co-op training program. Seventy-two percent of the graduates responded. All of the respondents were satisfied with their employment. The majority of these graduates have been employed in the area for which they were trained. All responding graduates in the study recognized the value of co-op training in high school and on their job. Because of the information obtained from the study, it was recommended that the present co-op program offered be given greater emphasis, and that an effort be made to make employers more familiar with the programs. It was also recommended that the follow-up process become a continous one.

A follow-up study of the 1955 graduates from a northern Illinois high school was conducted by Krueger and Langan.[2] The reason for the study was to examine current curricular and extracurricular practices of this high school. A questionnaire was sent to the 155 graduates of the class of 1955. All of the graduates responded for a return of 100 percent. The results revealed that about one-half of the graduates were attending schools of higher learning. Of these, 78 percent were attending colleges and universitites; 15 percent were in nurses training; 4 percent were in business colleges; and 1 percent were in technical schools. The following percentage of graduates were found to be employed in each of six occupational categories: 7 percent were in professional, technical, and managerial occupations; 58 percent were in clerical and sales areas; 5 percent were in agriculture, marine and forestry occupations; 7 percent were in mechanical fields; and 18 percent were in manual occupations.

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[1] Mildred L. Anderson, "Michigan High School Makes Survey," Balance Sheet 35 (November 1953): 124-6.

[2] Albert H. Krueger and Gregory Langan, "Evaluating the Curriculum," Clearing House 32 (April 1958): 480-4.

The follow-up study of the 1957 graduates of Evansville (Indiana) Public schools by Snepp[1] is only one of such studies that has been conducted by the school district during the past twenty-one years. The purpose of these studies was to obtain information that would enable the high schools of the city to better prepare their graduates for postsecondary work or study. All graduates were interviewed in this study. Thirty-three percent of the 1957 graduates were enrolled in institutions of higher learning; 20 percent were engaged in industrial and service occupations; 19 percent were employed in business occupations; 11 percent were in the military service; 7 percent were housewives not gainfully employed; and 10 percent were unemployed or not accounted for. Eighty-one percent of the graduates enrolled in institutions of higher learning were attending colleges within the state, and of these, 48 percent attended Evansville College, a local institution. It was discovered, from this survey, that the job opportunity rate had fallen since the last follow-up study and that the demand for sales personnel had dropped while the need for more clerical help had risen.

Valentine[2] prepared a follow-up questionnaire that was sent to all the graduates of Tulare (California) Union High School from the classes of 1946, 1947, and 1948. It was hoped that such a study would help to determine how well the graduates had been prepared to take their place in society as productive and self-reliant members. Twenty-three percent of the graduates responded to the questionnaire. The study showed that a large majority of the respondents remained in the area after graduation. Thirty-nine percent of the respondents were continuing their education past high school. Seventy-five percent of the respondents were employed in Tulare. (These two percentages are not conflicting because a number of the respondents were both employed and attended one of the local colleges.) Ninety percent of the respondents rated their high school training from average to of great value to them. They thought that the school had done a good job in helping them acquire effective mastery of English, and that a fair job had been done in helping them acquire an effective mastery of mathematics.

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[1] Daniel W. Snepp, "A Look at a 1957 Graduating Class," National Association of Secondary School Principals Bulletin 42 (Mar 1958): 136-40.

[2] Bess Valentine, "How Are We Doing?," California Journal of Secondary Education 25 (April 1950): 205-6.

Patterson[1] interviewed all of the two hundred graduates in the graduating class of 1953 at Drury High School in North Adams, Massachusetts. He discovered some of the reasons why students remained in high school to graduate. One-half of those students interviewed stated that their friends were in high school, and therefore they wanted to be with them. In addition, more than 23 percent of the students stated that they really liked to be in school.

Many of the seniors interviewed were preparing for higher education and knew the value of a high school diploma in order to be accepted by a college or university. Others stated that they never thought of dropping out of high school. Some students who considered dropping out of high school decided against it when they reached sixteen because it would be foolish to quit now that they were so close to graduation. The subjects the respondents liked best, in order of their frequencies, were chemistry, physics, biology, geometry, art, English, Italian, Latin, world history, and United States history. Extracurricular activities named by these respondents, in order of preference, were prom, dances, assemblies, class meetings, talent shows, school newspaper staff, student government, and pep assemblies.

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[1] Walter C. Patterson, "Why Do Young People Stay in High School?," Clearing House 29 (October 1954): 93-5.

Boggan[1] carried out a survey of the holding power of Pine Hill High School in Buffalo, New York, by questioning both graduates and non-graduates of the 1946-1950 period. The survey used the personal interview technique throughout the study. The study revealed that the size of the family, their educational background, and the employment of the parents were of little or no significance in distinguishing graduates from non-graduates. In terms of identifiable intelligence, there was little difference between the two groups. The general causes for not graduating, as determined by this study, were lack of guidance, lack of parent interest, lack of student interest in school, failing grades, and the narrow course offerings of the high school. The changes wrought by the study have been rewarding as evidenced by the 90 percent holding power of the classes of 1951 through 1954 in contrast to the 59 percent holding power of the school in the classes from 1946 through 1950.

Cook[2] designed his study to test the hypothesis that a difference existed between early "leavers" and students who remain in high school to graduate. The California Short Form Test of Mental Maturity, when given to those students in Cook's study, disclosed that the early "leavers" had lower mean scores in total mental factors IQ, language IQ, and non-language IQ than the students who did not withdraw from high school before graduation. From The Bell Adjustment Inventory, it was learned that those who stayed in high school to graduate had made a better home adjustment than the early "leavers." Extracted from The SPA Youth Inventory was the fact that the early "leavers" had lower mean scores in the areas of school, home and family, and health than did those students who had remained in high school to graduate. Cook concluded from this follow-up study that measurable differences do exist between early "leavers" and those students who remain in high school until graduation. He also concluded that, in most cases, withdrawal from school resulted from a multiplicity of factors and that school alone did not cause the student to leave high school before graduation.

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[1] Earl J. Boggan, "What Are the Major Causes of Student Drop-Outs and What Should the School Do About the Present Condition?," Bulletin of the National Association of Secondary-School Principals 29 (April 1955): 84-5.

[2] Edward S. Cook, Jr., "An Analysis of Factors Related to Withdrawal from High School Prior to Graduation," Journal of Educational Research 50 (November 1956): 191-6.

The published literature concerned only with follow-up studies of high school graduates, in the ten years of the 1960s, decreased markedly from the number of such studies published in the preceding decade.[1] At the same time, literature concerned with dropouts and the holding power of the high school was on the rise. For the first time, the Education Index identified dropout literature.[2] In addition to follow-up studies of dropouts, a slight increase occurred in studies related to specific areas of curriculum.

In the spring of 1961, March[3] began a study of the 1959 graduates of Pittsburgh's high schools. This study was authorized by the Pittsburgh Board of Education in order to discover the possible effects of curriculum changes made in 1955, on the 1959 graduates and their post-secondary success in work or study. Ninety percent of the graduates responded to the questionnaire causing March to state that such high returns indicated an interest of the graduates in helping to improve the education of future graduates through an improved high school curriculum. Some of the more interesting findings of the study were: One, all but 14 percent of the respondents went on to college; two, only 5 percent of the respondents were unemployed at a time when 11 percent of all persons in the Pittsburgh labor market were unemployed; three, college students thought English, advanced mathematics, and science were the most helpful subjects taken while in high school; four, among the employed responding graduates, general mathematics was considered most helpful. The facts extracted from this study were described by the administrative staff as an invaluable measure of the appropriateness and effectiveness of the Pittsburgh program.

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[1] Review of Education Index, vol. 12 - 20; 23 vols. (New York: The H. W. Wilson Co., 1932-1973).

[2] Education Index, vol. 13; 23 vols. (New York: The H. W. Wilson Co., 1932-1973): 327.

[3] Stanley R. March, "Pittsburgh Polls Its Graduates," N.E.A. Journal 53 (March 1964): 27.

Hand[1] conducted a follow-up study composed of graduates of a stratified sample of all down-state Illinois high schools. The size of the schools ranged from one with a graduating class of 1,500 to one with only ten graduates. Thirty-four percent of the graduates used in the study were attending college; 33 percent were gainfully employed; 9 percent were full-time homemakers; 8 percent were in the military service; and 17 percent were in miscellaneous endeavors. The study concluded that the size of the high school was not related in any significant way to the proportions of graduates who found themselves engaged in any of the above mentioned pursuits.

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[1] Harold C. Hand, "What Becomes of the Graduates of Illinois High Schools," Illinois Education 49 (November 1960): 107-8.

Rothney[1] did a follow-up study of all the 1951 graduates of four Wisconsin high schools in order to discover what kind of occupations or studies they were engaged in ten years after graduation. Forty-five percent of the graduates were married women not engaged in gainful occupations. Seven percent were in professional employment. Two percent were undergraduate or graduate college students, and 4 percent were in semiprofessional work. Six percent were managers; 4 percent were clerical workers; 3 percent were in sales jobs; 4 percent in service occupations; 3 percent were farmers; 9 percent were employed in skilled occupations; 6 percent were working in semi-skilled jobs; 4 percent in unskilled work; 2 percent were in the armed forces; and 1 percent were unemployed or in miscellaneous endeavors. The information obtained from the study was used to improve long term occupational opportunities for the present high school students in the four high schools involved in the study.

A secondary school follow-up study was completed by Grant[2] in the spring of 1966, in the state of Utah. Fourteen thousand graduates were used in the study, and about 52 percent of them responded to the questionnaire. One of the reasons stated for the study was to discover to what extent high school seniors' plans before graduation were realized in the fall after graduation. The findings suggested that the immediate posthigh school plans of high school seniors, when stated in the spring before graduation, were a relatively accurate indicator of actual post-high school activities. It is interesting to note that plans stated in the fall, before graduation, were relatively unrealistic. Also unrealistic were the estimated years of college attendance.

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[1] John W. Rothney, "What are High School Graduates Doing Ten Years After High School?," Vocational Guidance Quarterly 13 (Winter 1964-65): 134-6.

[2] Claude W. Grant, "A Follow-Up Study of Spring, 1966, High School Graduates in the State of Utah," Personnel & Guidance Journal 47 (October 1968): 157-62.

Matzner and McClard[1] did a follow-up study of the high school graduates in Macoupin County, Illinois, from the date of the school consolidation in 1949, through the graduation of the class of 1963. Sixty percent of the graduates were used in the study to try to determine how relevant the curriculum of this rural Illinois high school was to its graduates' goals. Each year of the study revealed that an increasing number of graduates were entering the skilled occupations. It was found that there was a positive relationship between the students' class rank and the extent to which abler graduates found better positions. From the study, it would seem, undesirable homes tended to have a more adverse effect on the performance of students than do broken homes, and conversely, a more positive effect on performance was likely to come from a "natural"[2] home. The study also suggests that rural high schools needed to give increased attention to the problem of relating their program to the occupational and social needs of their graduates.

In the current decade of the 1970s, it is almost impossible to find follow-up studies of high school graduates in the published literature.[3] Whether this situation will change by the end of the decade is not certain. Costar said that "... there is little that has been published in this area in recent years. Apparently this has not been a popular area of research."[1]

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[1] G. C. Matzner and B. G. McClard, "Are High-School Curriculums Meeting Student Needs?," Illinois Education 51 (May 1963): 382-4.

[2] Ibid., p. 384.

[3] Education Index, vol 20 - 23; 23 vols. (New York: The H. W. Wilson Co., 1932-1973).

Johnson and Johnson[2] in their follow-up study of high school graduates used three high schools in the city of Minneapolis, Minnesota. Seventy-five percent of the graduates of one particular year responded. They were interested in knowing what, if any, relationship existed between high school curriculum, occupation, and other variables such as job satisfaction. The study revealed that students who indicated satisfaction with high school preparation were the respondents with occupations that matched their high school course of study. Also discovered was the fact that a greater percentage of satisfied respondents than dissatisfied respondents had participated in postsecondary technical programs. There was no difference between the two groups that attended college or business school. Three years after graduation from high school more than one-half of the employed respondents held jobs related to their course of study while in high school. "The results of this study do indicate that high school preparation is related to a graduate's job situation."[3]

Kramer[4] conducted a study to determine if it were true that few follow-up studies had been made in recent years. He mailed a brief questionnaire to one hundred randomly selected high schools in Illinois, excluding the city of Chicago. Those who did not respond were contacted by telephone, thus, giving 100 percent returns. The study, for one thing, pointed out that the larger the high school, the greater the probability that a follow-up study would be made. It was discovered that the three primary factors that deter follow-up studies were: One, lack of time to do the work necessary; two, a lack of secretarial help to accomplish the paper work involved; three, a lack of money for this purpose. The results of the study substantiated the belief that follow-up studies are infrequently done and, regretfully, sometimes done poorly.

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[1] James W. Costar, personal letter to the writer, 14 January 1974.

[2] Larry Johnson and Ralph H. Johnson, "High School Preparation, Occupation and Job Satisfaction," Vocational Guidance Quarterly 20 (June 1972): 287-90.

[3] Ibid., p. 290.

[4] Bruce J. Kramer, "Follow-Up - Forget It!," School Counselor 17 (January 1970): 228-32.

Review of Related Studies

Relatively few related unpublished follow-up studies dealing with the self-evaluation of high school graduates of their secondary educational experiences can be found.[1] "A brief review of the literature on follow-up studies seems to suggest that this is probably the single most neglected area of guidance within the schools."[2] Since 1953, the number of related unpublished follow-up studies has been on the decline.[3]

One such study was done in Baltimore County, Maryland, by Sartorius.[4] The high school graduates from the entire county who graduated in 1967 were involved. The prime reason for the study was to gather information about former high school graduates. Sartorius stated no specific objectives for the study. Seventy-five percent of the high school graduates responded to the questionnaire. Thirty-eight percent of the respondents were employed full time, and 53 percent were engaged full time in postsecondary education. Of the respondents who were attending schools of higher education, 53 percent were attending a four year college or university while about 25 percent were attending two year institutions. Approximately 77 percent of the responding graduates attending school full time were enrolled in schools located within their home state. Thirty-four percent of this group were enrolled in postsecondary schools within their home county. In all subject areas, the majority of respondents considered themselves very well prepared. In general, these graduates were satisfied with the guidance services of their respective high schools. One-third of the respondents who were not involved in formal posthigh school education were interested in doing so at a later date. Their major reason given for not being enrolled in postsecondary education was lack of finances, military obligation, or advanced education was not necessary in their chosen field of employment.

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[1] Review of ERIC files (Bethesda, Md.: ERIC Document Reproduction Service, ED 002 747, 1956 - ED 078 228, 1973).

[2] Bruce J. Kramer, "Follow-Up--Forget It!," The School Counselor 17 (January 1970): 228.

[3] A. F. Lamke and Hebert M. Silvey eds., Master's Thesis in Education, Vols. III - XXI, Cedar Falls, Iowa: Iowa State Teachers College 1955 - 1973).

[4] William S. Sartorius, A Follow-Up Study of Baltimore County High School Graduates, 1967 (Bethesda, Md.: ERIC Document Reproduction Service, ED 040 436, 1970), pp. 24-61.

A follow-up study of high school graduates was conducted in the state of Georgia, in 1966, by McDonald.[1] From the 51 percent responding to the questionnaire, it can be concluded that mathematics, language arts, and physical science courses were the most helpful to the 1966 graduates in their posthigh school years. On the other hand, social science, physical science, and foreign languages were reported to be the least helpful. "The position of physical science among the three most helpful and the three least helpful suggests the diversity of student interests."[1] In the area of extracurricular activities, 35 percent of the respondents thought that subject area clubs were most beneficial to them. Athletics was the second most beneficial extracurricular activity according to the 1966 Georgia responding graduates. For this study, the types of employment engaged in by the responding graduates were divided into five areas. Forty percent of the working respondents held jobs in technical and scientific areas while 25 percent held jobs in service occupations. Business contact jobs were held by 18 percent of the respondents, and 14 percent were employed in organizational occupations. Only 3 percent of the responding graduates selected outdoor jobs. High school counselors ranked highest as the prime source of information for the respondents seeking advice on postsecondary placement. It is interesting to note that 45 percent of the 1966 graduates who responded to the study did not seek additional formal education.

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[1] Thomas F. McDonald, Georgia's 1966 High School Graduates: A Self Portrait (Bethesda, Md.: ERIC Document Reproduction Service, ED 029 316, 1969), pp. 14-51.

Braden[2] undertook a follow-up study in conjunction with the Kentucky State Department of Education. The study involved high school graduates for the two years, 1961 and 1965. Twenty-three counties in West Kentucky, having counselors during the 1964-65 school year, took part in the study. One of the reasons for the study was to obtain information from high school graduates that could be used by counselors to better advise high school students and, thus, improve guidance services. Approximately 46 percent of the graduates responded to the questionnaire. Among other information the study revealed was that one year after graduation as many as 80 percent of the responding high school graduates were engaged in activities other than college. Facts gathered from the study indicated a need for job placement services for both in-school and out-of-school youth.

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[1] Ibid., p. 20.

[2] Billy Braden, A Pilot Follow-Up Study of High School Graduates for the Years 1961 and 1965 in the Twenty-three Counties of West Kentucky Having Counselors During 1964-65 (Bethesda, Md.: ERIC Document Reproduction Service, ED 024 101, 1969), pp. 1-10.

Christansen, Cowbig, and Payne[1] were responsible for a follow-up study involving the 1959 rural high school graduates in the state of Utah. The purpose of the study was to determine what kinds of educational and occupational experiences these students had after high school graduation. Eighty-five percent of the graduates replied. The study revealed that 37 percent of the respondents were enrolled in college -- a large majority of these students attended a junior college. Only 40 percent of those respondents who entered college finished. Lack of finances was indicated as the reason most students did not graduate from college. Sixty percent of those enrolled in college were attending colleges within their home state. About a year after graduation, 60 percent of those who responded had left the area of their home high school. Most of the girls responding to the survey who were not in college were employed in such white collar jobs as retail clerks, clerical jobs, etc. Boy respondents who had not gone on to postsecondary education were having difficulty finding employment. One-fifth of those boys had obtained part-time employment, mostly farm related work. "In line with the experiences of most young males entering the labor force for the first time, these rural youth experienced difficulty in obtaining comparatively higher status white collar jobs and some difficulty in obtaining full time employment."[1]

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[1] John R. Christansen, James D. Cowbig and John W. Payne, Educational and Occupational Progress of Rural Youth in Utah - a Follow-Up Study (Bethesda, Md.: ERIC Document Reproduction Service, ED 019 150, 1968), pp. 1-21.

Fifield and Watson[2] made a study of the high school graduates from Pocatello and Idaho Falls, Idaho, for the years 1954 through 1963. The impetus for the study was to determine how well the curriculum of the two high schools were meeting the postsecondary educational and occupational needs of their graduates. About 6,850 questionnaires were sent to the graduates of the two schools with about 63 percent responding. There was less than one-tenth of a percent difference between the two schools in their responses. It is interesting to note that in almost all areas of the study there was no significant difference between the results of the two schools. The data showed that the educational programs in the two high schools were not adequately meeting the needs of their graduates in terms of occupational information, vocational training, and posthigh school job placement. The majority of the respondents indicated no postsecondary degrees, vocational certificates, or job training. There was an indication that guidance services were not adequate in the minds of the graduates. Most of the graduates from the two schools were satisfied with their total high school experiences. The respondents listed English composition, typing, word study, algebra, U. S. government, world history, home economics, bookkeeping, English literature, and psychology as the courses of most value to them in their posthigh school endeavors. The study further revealed that the curriculum needed improvement in the areas of occupational information, consumer education, investments and insurance, reading and comprehension, and home and family living. The responding students graduating in the first five years of the study appeared to have developed and established relatively stable employment and educational levels. The responding students graduating during the last five years of the study were apparently still in a stage of transition, particularly the male graduates.

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[1] Ibid., p. 21.

[2] Marvin Fifield and Larry E. Watson, A Follow-Up Study of Pocatello and Idaho Falls High School Graduates (Bethesda, Md.: ERIC Document Reproduction Service, ED 012 784, 1968), pp. 1-53.

Donaldson[1] formulated a follow-up study which involved the graduates of three selected high schools in the state of California. A questionnaire was sent to each graduate starting with the class of 1963 through the class of 1967. The purpose of the study was to determine if the guidance services and curriculum activities offered by these selected high schools enabled the students to make a satisfactory transfer from high school to areas of work, school, and/or homemaking. Each graduating class was oriented to the study, and the project was extensively explained to each graduate. Eighty-three percent of the responding graduates felt that early discussions concerning their occupational goals were important. Graduates in this study, regardless of their activities -- whether at work or in college, stated that more vocational courses were needed, and that counselors should encourage more students to take such courses. The respondents in this project, as a whole, thought counselors were valuable if they were knowledgeable about occupations as well as colleges and universities. They also felt that counselors should be full time, understanding, and warm individuals. In addition, they should have both empathy and objectivity. All graduates responding stated that English was the most useful subject offered in high school. They particularly liked the comprehensive background of English skills they had received. From among the recommended course additions, speed reading was the course mentioned most often followed by study skills, note taking, music, art appreciation, humanities, philosophy, sociology, and political science. It should be noted that many responding students believed that the teacher was far more important in the educational process than the course or its content.

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[1] Evelyn T. Donaldson, Project Search: A Five Year Follow-Up Study of High School Graduates, Three District Composite Report (Bethesda, Md.: ERIC Document Reproduction Service, ED 038 567, 1970), pp. 7-32.

In 1968, Baird and Holland[1] reported a follow-up study in which they used over five thousand high school graduates. The intent of the study was to determine, if at all possible, the relationship between academic talent and college success and between non-academic talent and employment success of high school graduates. The results extracted from the study were as follows: One, the distribution of high school graduates to further educational training or occupational endeavor was found to have been accomplished with academic rather than non-academic talents; two, there seemed to be implications that self selection and institutional selection processes generally distribute people in appropriate schools or jobs in only an approximate or inefficient way; three, many talented people do not go to college and some untalented do; four, it was also indicated that many talented people can be found in widespread groups not just the academic community; five, that there are many paths to achievement other than college. "Thus it seems naive to think that a person's career is decided by his choice at the end of high school."[2]

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[1] Leonard L. Baird and John L. Holland, The Flow of High School Students to Schools, Colleges and Jobs (Bethesda, Md.: ERIC Document Reproduction Services, ED 022 462, 1969), pp. 2-19.

[2] Ibid., p. 18.

In Michigan, various unpublished follow-up studies involving high school graduates have been conducted over the years.[1] Some of these studies made since 1950 are briefly reviewed in the following pages.

Berg[2] conducted a follow-up study of the 1961 high school graduates of public secondary schools in the Upper Peninsula of Michigan. This seems to be the only study of its kind ever undertaken in this area. It included sixty-seven of the seventy public high schools with 1961 graduating classes ranging from three graduates to 216 graduates. Slightly more than 92 percent of the graduates from participating schools returned questionnaires. Berg's study attempted to determine what happens to the graduates from the Upper Peninsula of Michigan, a region hard hit economically and located far from urban centers of job opportunity. It was found that those graduates who leave the region and find employment tend to congregate in Wisconsin and Illinois rather than the Lower Peninsula of Michigan. Only 10 percent locate in the Lower Peninsula of Michigan compared with Wisconsin and Illinois which drew about 60 percent of the employed graduate respondents. The study revealed that two completely different kinds of job preparations are necessary depending on whether the graduate remains at home or leaves. About 56 percent of the graduates remained at home and were employed in the service and retail-wholesale trades. Those who leave the region are employed in manufacturing and finance or real estate and insurance. In planning postsecondary endeavors, whether advanced education or job placement, girls were found to follow-through to a greater extent than boys.

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[1] Theodore D. Rice dir., A Follow-Up of Secondary School Students (Lansing, Michigan: Michigan Study of the Secondary School Curriculum State Board of Education, 1943), pp. 14-46.

[2] Wilbert A. Berg coord., A Follow-Up Study of 1961 High Schools in the Upper Peninsula of Michigan (Marquette, Michigan: Northern Michigan University, 1962), pp. 1-101.

Hyry[1] made a follow-up study of the graduates of the Lincoln Consolidated High School of Ypsilanti, Michigan, for the years 1945 through 1949. A questionnaire was sent to 185 of the graduates with a return of 68.9 percent. It was found that more than one-half of the graduates were satisfied with their course of study. Sixty-seven percent of those students who responded indicated that the teachers had given them satisfactory assistance in their course selections. However, the students felt that the biggest factor governing their high school course selection was their own desire to have or not to have any given class.

English was rated the most valuable subject in high school. Some of the students expressed a desire for more advanced mathematics and the need for a foreign langauge such as German, French, and Spanish. It was interesting to note the need for shorthand and typing expressed by several of the college students. Also of interest in this study was the fact that many students thought their own basic weakness in high school was their lack of studying and lack of interest in school.

Cumrine[2] studied the 1955, 1956, 1960, and 1961 graduates from Marshall (Michigan) High School in his follow-up study. During these years, 485 graduating students were sent questionnaires, and 61 percent of these were returned. It was pointed out in these returns that the graduates believed that their high school education and on-the-job training were first in importance in their preparation for their present employment. The majority of the respondents judged their education as adequate in the areas of English useage, basic mathematics, preparation for further education, and thinking through problems. They rated English as their most useful subject with typing second.

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[1] Helen McNitt Hyry, "A Follow-Up Study of the Graduates of the Lincoln Consolidated High School, Ypsilanti, Michigan" (Master's thesis, The University of Michigan, 1951), pp. 1-47.

[2] William M. Cumrine, "A Follow-Up Study of Marshall High School Graduates for the Years 1955, 1956, 1960 and 1961" (Master's thesis, Western Michigan University, 1963), pp. 11-15.

Some improvements were also suggested by the respondents of Cumrine's study. The graduates indicated a need for more vocational education and occupational information. One-third of the respondents raised the question of increasing counseling. Most students involved in the study mentioned the need for better health education, information on how to use leisure time, preparation for marriage and family living, and knowledge about the prudent use of personal finance. Nevertheless, most respondents thought their high school education to be adequate.

Tirrell[1] conducted a follow-up study of the graduates of Baroda High School, Baroda, Michigan, for the years 1940 through 1949. There were 118 questionnaires sent with a 53 percent return. About two-thirds of the respondents thought that their high school training had given them a general background for their present job. The study found that about 60 percent of the responding graduates had received some type of postsecondary educational training. English was ranked as one of the most valuable areas of study, but there was some objection to English literature. Next in value to these graduates were the subjects of mathematics and science. Ancient and world history were the courses admitted to be of least value to the responding graduates. Many respondents wanted courses added in the areas of shop, home economics, drafting, speech and foreign language. Over half of the graduates used in this study thought that the school could have helped them more in preparation for marriage and in job training. Some type of counseling and guidance services were also suggested. Extracurricular activities seemed to be important to the graduates with sports far more important than any other outside activities. It was suggested by a number of graduates that subject or pupil interest clubs should be added to the extracurricular activities offered.

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[1] John E. Tirrell, "A Follow-Up Study of the Graduates of Baroda High School 1940 Through 1949" (Master's thesis, Western Michigan University, 1951), pp. 30-67.

A significant number of the responding graduates thought that there was evidence of favoritism and discrimination among the teaching staff. Tirrell noted that only 8 percent of the responding graduates entered college even though their Alma Mater concentrated on a college preparatory curriculum. In addition, these same respondents thought the college preparatory curriculum was inadequate.

Ash[1] undertook a follow-up study involving the graduates of Cadillac (Michigan) High School for the years 1960 through 1962. The purpose of the study was to determine to what extent the current high school curriculum was meeting the educational and vocational needs of its graduates. A questionnaire was sent to 482 students who graduated during the years of the study. Forty-four percent of the graduates responded. The majority of graduates involved in postsecondary study attended a four year college or university. The areas of postsecondary study, in order of their frequency, were engineering, English, education, nursing, accounting, electronics, and secretarial occupations. Ninety percent of the responding graduates had been employed since graduation, and 73 percent of these jobs were in the Cadillac area.

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[1] Robert Douglas Ash, Sr., "A Follow-Up Study of the Graduates of Cadillac High School, Cadillac, Michigan 1960-62", (Specialist's thesis, Western Michigan University, 1963), pp. 20-67.

Eighty-six percent of the graduates involved in this study indicated that their high school education was adequate for their postsecondary experiences. The respondents selected the co-op courses, bookkeeping, and typing courses as their most important high school classes. It was also their opinion that more courses should be offered in English, foreign languages, vocational shop classes, mathematics, history and science. Forty-nine percent expressed the idea that extracurricular activities such as clubs and organizations, sports, musical groups, student government, and fine arts groups were important to them.

Over one-half of the responding graduates admitted that their parents were the most influential in their remaining in high school to graduate. Ash discovered that many of the respondents thought that their own desire to stay in school was a factor which caused them to stay until graduation. Ninety-two percent of the graduates in this study stated that they liked high school. The reasons given by those who reported that they did not like high school were their dislike for the teacher and their dislike for classes. The only reason they stayed to graduate was because they realized the importance of a high school education and the need for a diploma to get a job.

The unpublished follow-up study conducted by Blunt[1] was one of a series of such studies which had been made by St. Joseph (Michigan) High School beginning in the mid-thirties. These follow-up studies were considered to be highly successful because they had enabled the high school to make significant curriculum changes. For example, eight new courses were added to the curriculum; four teachers were added to the staff: a counseling program with four counselors was implemented; and a co-operative training program was incorporated into the high school curriculum because of these follow-up studies.

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[1] Donald F. Blunt, "A Follow-Up of 1948-49-50 Graduates of St. Joseph High School" (Master's thesis, Western Michigan University, 1953), pp. 30-51.

Blunt included 438 graduates from the class of 1948 through 1950 in his study. His questionnaire was returned by 80 percent of the graduates. It was discovered from the study that 20 percent of the students had taken advantage of the co-operative training programs and were satisfied with the programs the school offered.

Over 45 percent of the graduates who responded were continuing their formal education. They expressed satisfaction with their high school for giving them a good educational background. Seventy-five percent of the respondent graduates remained in the area after graduation from high school. Twenty-three percent of these graduates had married within three years after graduation. Blunt concluded, "This study points out that the changes made during the past five years are showing results."[1]

DeGraves[2] did a follow-up study of 360 of the 391 students who graduated from Shelby (Michigan) High School for the years 1951 through 1958. Forty percent responded to the questionnaire. The returns revealed that about 62 percent of the girls and about 39 percent of the boys were married. Sixty percent of the respondents thought that their high school education provided them with an adequate educational foundation to perform satisfactorily in their chosen occupation. Almost 67 percent of the responding graduates continued their education beyond high school. Sixty-five percent of these graduates attended a college or university; 14 percent, a business college; 7 percent, adult education night school; 7 percent, nurse's training; and 7 percent, some type of trade school.

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[1] Ibid., p. 51.

[2] Fred J. DeGraves, "A Follow-Up Study of Shelby, Michigan High School Graduates for the Year 1951-58 Inclusive" (Master's thesis, Western Michigan University, 1959), pp. 64-71.

The respondents rated English the most valuable subject in the high school curriculum followed by mathematics, typing, and chemistry. These graduates would have added courses in foreign language, higher mathematics, English composition, and marriage and family living to the curriculum. The value of extracurricular activities was expressed by the respondents. Sports, band, glee club, annual and school paper were rated, in that order, the most valuable of these activities. Over one-half of the graduates who responded indicated that their work load was not demanding enough and that their high school teachers should have made them work harder.

The next group of unpublished follow-up studies mentioned in this paper were involved with high school graduates from schools either adjoining the Carrollton Public School District or only a few miles away. In the adjoining school district of Saginaw City Public Schools, Osterhouse[1] conducted a follow-up study of the 1963, 1965, and 1967 graduates from Arthur Hill Technical High School, Saginaw, Michigan. The intent of the study was to find out to what extent the school's present curriculum offered opportunities for youth to enter the various occupations found in the community; to determine whether advanced training opportunities were adequate; and to provide occupational information which might be useful in counseling students.

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[1] Jack Osterhouse, "Follow-Up Study of the Graduates of Arthur Hill Technical High School for the Years 1967, 1965, and 1963" (Master's thesis, Central Michigan University, 1969), pp. 6-55.

Thirty-three percent of the high school graduates responded to the questionnaires sent to them. Sixty-three percent of the respondents were employed full time while 9 percent were in advanced schooling on a full-time basis. Fifty-one percent of the respondents were single; 45 percent were married; and 4 percent were divorced. The returns showed that chemistry, foundry, and physics were the courses least used by the responding graduates in their chosen occupations. Mathematics, welding, and drafting were the most used. These same graduates thought that blueprint reading, calculus, and literature courses should be added to the curriculum.

Mick[1] initiated a follow-up study with the graduates from Hemlock (Michigan) High School for the year 1966. The general purpose of the study was to discover if the high school was satisfactorily preparing its graduates for postsecondary life experiences. Eighty-three percent of the 1966 graduates responded. Five years after graduation about 59 percent of the respondents were married; 39 percent were single; and 3 percent were divorced. English, algebra, typing, and geometry were indicated by these graduates as being most helpful in their chosen occupation while Spanish, physical education, biology, government, and economics were least helpful. These respondents noted that calculus, business machines, creative writing, history, and auto mechanics classes should be added to the high school curriculum to better prepare students for life experiences. Nearly 60 percent of the responding high school graduates indicated that they had experienced some form of postsecondary formal education. Fifty percent of the respondents indicated that their high school education had helped to some extent in their present occupation.

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[1] Mary Louise Mick, "A Follow-Up Study of the Hemlock High School Graduating Class of 1966" (Master's thesis, Central Michigan University, 1971), pp. 7-22.

Stephan[1] used the graduates from Lakeview (Michigan) High School, during the years of 1967 through 1970, for a follow-up study in an attempt to identify the degree of academic preparation former high school graduates had received for college work. Sixty percent of the graduates responded to the questionnaire. These graduates indicated they should have taken physics, biology, mathematics, and chemistry in order to be more successful in college classes. The study showed that the respondents would have added English composition and literature, biology, and speed reading to the high school curriculum to better prepare college bound graduates. Seventy percent of the high school respondents considered English courses weak, and 68 percent considered science courses strong in the high school curriculum. In addition, the respondents inferred that they were academically prepared for college work.

Kuehl[2] received a 57 percent return on the questionnaire he sent to 119 graduates of the class of 1967 from Bullock Creek High School, Midland, Michigan. The follow-up study revealed that the majority of the responding graduates have remained within the community. One-half of the respondents have married since graduating from high school. The majority of these graduates are working rather than engaging in formal postsecondary education. One-half of those working pointed out that their high school education had helped them to prepare for their current job.

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[1] Sharon Louise Stephan, "A Follow-Up Curriculum Study of the Graduates of Lakeview High School for the Years 1967, 1968, 1969, 1970" (Master's thesis, Central Michigan University, 1971): pp. 1-28.

[2] Paul A. Kuehl, "A Follow-Up Study of the 1967 Graduates of Bullock Creek High School" (Master's thesis, Central Michigan University, 1971): pp. 15-71.

Most of the responding graduates attended colleges within the state of Michigan. One-third of those who entered college did not remain to graduate. The vast majority of the respondents made it clear that in most areas of instruction the school had helped to adequately prepare them for school or employment. However, they expressed the fact that teachers had helped them the most while they were in high school. Kuehl noted that much that was learned while in school was not in the academic subject area. His study also brought to light the fact that these graduates wanted the schools to do more to help them find a job after graduation.

Pattison[1] conducted a follow-up study involving the graduates of Beal City (Michigan) High School to determine how effectively the school was meeting their educational needs. Forty-five percent of the 204 graduates from the graduating classes of 1963 through 1968, responded to the survey. Thirty-three percent of these graduates were still residents of the Beal City community at the time of the study. Seventy-two percent of the respondents have had some type of postsecondary education. English was selected by these graduates as the most helpful course in high school followed by typing, bookkeeping, and government. The study, according to Pattison, disclosed that there was an overabundance of academically oriented courses and a decided lack of vocational courses. Fifty-one percent of these graduates asserted that study halls should be maintained in the high school. In addition, 61 percent stated that the teachers were very helpful to them while in high school. From the study it was discovered that the curriculum offered at Beal City High School was not meeting the needs of the majority of its graduates.

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[1] Daniel W. Pattison, "A Follow-Up Study Conducted to Determine if the Curriculum of the Beal City Schools is Meeting the Needs of Its Graduates" (Central Michigan University, 1968), pp. 32-75.

Evaluation and Summary of Literature

Published follow-up studies concerned only with high school graduates have been conducted for about sixty years. The early studies conducted shortly after the turn of the century were narrow in scope, ie., focusing on one or two variables and few in number. The review of such early literature would seem to indicate that the studies were well done, yet, there are those who question the narrow approach such studies took.

In the twenties, a noticable increase of published follow-up studies occurred and continued to increase until the late 1950s at which time, for whatever the reason they began to rapidly decrease. A study concerning this fact was conducted which showed that the rapid decline did, in fact, occur. By the early seventies, published follow-up studies relative to the high school graduates concern for his total high school education were sparse. Over the years, most of these published works seemed to contribute markedly to the knowledge about how high school graduates viewed their high school education. The few studies that did not make positive contributions seemed to use only a small sample of the total possible graduate population available. From these types of studies, positive conclusions may have been erroneously drawn.

Unpublished follow-up studies concerned with high school graduates have also been conducted for about sixty years. Unpublished studies had risen and declined in number just as published follow-up studies had but they did not experience such marked increases or dramatic declines. It seems that the quality of unpublished follow-up literature was not as high as that found in published literature. However, it should be noted that some unpublished literature made positive contributions to the literature.

The early, published follow-up studies reflected the concern of high schools about their ability to produce students who were adequately prepared for college entrance. These studies investigated the whereabouts of graduates after graduation as well as the accomplishments of the graduates who were successful leaders or scholars. By the thirties, researchers had explored specific areas of the high school curriculum such as vocational agriculture, commercial business, and home economics. Occupational adjustment and the employment status of high school graduates attracted the attention of some of the follow-up investigators. Studies were conducted specifically to discover the weaknesses or strengths of the high school curriculum. In the decade of the forties, the value of extracurricular activities was studied, and an interest in those students who did not graduate from high school was noted. In the next two decades (1950s-1960s), studies were concerned with the improvement of the curriculum and guidance services. The value of specific course offerings were explored along with the realtionship that existed between grades received and the jobs held by the graduates.

Generally, unpublished follow-up studies investigated areas similar to those of published studies. Both were concerned with curriculum improvement, and investigators constructed their questionnaires with this in mind. The more recent studies, though fewer in number, tend to focus on specific objectives such as the utilization or waste of talent whether academic, vocational, or artistic.

CHAPTER III

METHODOLOGY

Impetus for the Study

During a meeting of the Carrollton Board of Education,[1] in the fall of 1972, it was deemed advisable to conduct a follow-up study of the school's graduates. Concern was expressed by the staff and the administration, as well as by board of education, as to how well the high school's graduates were prepared to face the challenge of postsecondary experiences. It was decided by these interested parties that some type of a follow-up study should be undertaken. The board of education asked, if at all possible, that all of the graduates from Carrollton High School be included in the study. Inasmuch as Carrollton High School graduated its first class in 1963, such an undertaking seemed entirely possible if data processing services were used. The board quickly agreed to this suggestion and asked that the study be made.

Execution of the Study

The responsibility for this study was placed with the superintendent of schools. Immediately, work was begun in order to gather information about follow-up techniques and research procedures. A number of books such as the ones written by Isaac and Michael,[1] Gorden,[2] Richardson, Dohrenivend, and Klein[3] were reviewed. Mimeographed material by Guba[4] concerning research procedures were also examined. Handbooks and pamphlets like those constructed by Donaldson[5] and Rice[6] concerning follow-up studies of secondary school graduates were given a cursory look. Letters were sent to several individuals asking about follow-up studies they had made or were making concerning high school graduates. The reply from Berg[7] was one of the more interesting received because of its different approach to the posthigh school movement. Costar, Fosnot, and Thomas[8] shared a booklet with the writer relative to follow-up studies which will soon be published. Discussions related to this study were held with

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[1] Carrollton (Michigan) Public School District, Minutes of Meetings of Board of Education, Meeting of 4 October 1972.

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[1] Stephen Isaac and William B. Michael, Handbook in Research and Evaluation (San Diego, Calif.: Robert R. Knapp, 1971).

[2] Raymond Gorden, Interviewing Strategy Techniques and Factors (Homewood, Ill.: The Dorsey Press, 1969).

[3] Stephen A. Richardson, Barbara S. Dohrenivend and David Klein, Interviewing, its Forms and Functions (New York: Basic Books, Inc., 1965).

[4] Egon G. Guba, "The Writing of Research Proposals" (Columbus, Ohio: The Ohio State University, 1962). (Mimeographed.)

[5] Evelyn T. Donaldson, Handbook of Instructions for Conducting Follow-Up Studies of High School Graduates (Bethesda, Md.: ERIC Document Reproduction Service, ED 058 591, 1972).

[6] Theodore D. Rice dir., Follow-Up of Secondary School Students (Lansing, Michigan: Michigan State Board of Education, 1943).

[7] Wilbert A. Berg coord., "A Follow-Up Study of 1961 High School Graduates of Public Secondary Schools in the Upper Peninsula of Michigan" (Marquette, Michigan: Northern Michigan University, 1962).

[8] James W. Costar, Glenn Fosnot and Neil A. Thomas, The Follow-up Study: An Evaluation System for Accountability in Overseas American Schools (Washington, D. C.: United States Department of State, The Office of Overseas Schools, 1974).

Hodgkinson,[1] Carol,[2] Harris,[3] and Adams.[4] When pertinent information had been secured, the high school principal and the personnel of the guidance department were invited to review this material with the superintendent. Their thoughts, comments, and suggestions regarding how this study of the graduates from Carrollton High School should be made were solicited. Consensus dictated the use of the questionnaire to gather the desired information rather than the personal interview. The involved staff members agreed that the interview would be the most desirable method, but because of the time and expense involved, the questionnaire was chosen as it seemed to be the best and most economical instrument to use in gathering the needed information. Attention was drawn to the fact that less than 50 percent of the graduates might respond to the questionnaires. Those persons involved thought that at least a 50 percent response was necessary for this study. After exploring several suggestions, it was resolved that a telephone interview campaign would be conducted if less than a 50 percent return was received. Therefore, those graduates who did not respond by mail were contacted, if possible, by telephone.

Development of the Questionnaire

This follow-up study was a normative survey which used the questionnaire as the primary instrument to gather the information desired. The secondary instrument used was the telephone interview. The selection of the participating graduates from Carrollton High School was made by unrestricted sampling.

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[1] Harold L. Hodgkinson, lecture at Walden University, 5 July, 1973.

[2] Joseph Carol, personal interview, Walden University, 17 July, 1973.

[3] Wilbur S. Harris, personal telephone interview, Central Michigan University, 1 November 1973.

[4] Keith Adams, personal interview, Saginaw Intermediate School District, 26 October 1973.

A number of questionnaires used in similar follow-up studies were reviewed. Several articles and pamphlets such as the one made by Rice[1] concerning questionnaire construction were studied, and a questionnaire was constructed (see Appendix A pages 137-8). The questionnaire was then reviewed after discussion with six staff members and Carol.[2]

One of the prime concerns in the construction of the questionnaire was the need to make it brief -- thus, the decision to have no more than two pages in the questionnaire. Also, during the review of the questionnaire, attention was drawn to the fact that only one side of the page should be used as there was a possiblilty that a respondent might miss vital questions on the back page of the questionnaire. A brief questionnaire composed of only two pages should not take up too much of the respondents time. After the review was completed, what seemed to be an acceptable questionnaire was produced (see Appendix A pages 139-40). The questionnaire was then given to the guidance personnel of the high school for their suggestions. Receiving no changes, the questionnaire was considered to be ready for testing except for the addition of a heading (see Appendix A pages 141-2).

At this time, the questionnaire was submitted by individual interview to a number of high school graduates equal to 5 percent of the total graduates from Carrollton High School from 1964 through 1973. The graduates used were from the immediate area and were matched, as closely as possible, by age and minority group to the type of students graduating from Carrollton High School. Each graduate selected was asked to fill out the questionnaire in the presence of the interviewer. When the graduate had finished, the questionnaire was discussed with him to determine whether he had encountered any difficulty in understanding any of the questions, and whether he had interpreted each question as the writer had intended it to be interpreted. The results from the interview substantiated the questionnaire. Now the questionnaire was considered ready to send to all of the graduates from Carrollton High School starting with the class of 1964 through 1973.

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[1] Theodore D. Rice dir., Follow-Up of Secondary School Students (Lansing, Michigan: Michigan State Board of Education, 1943), pp. 25-6.

[2] Joseph Carol, personal interview, Walden University, 12 July 1973.

In light of the recommendations suggested by Hodgkinson,[1] the following procedures were used in connection with the questionnaires sent to the graduates: One, the questionnaire was printed on blue stationery and sent in blue envelopes; two, ten days before the questionnaires were sent, a letter on blue stationery was sent from the office of the superintendent alerting the graduates to the coming questionnaire (see Appendix A page 143); three, included with the questionnaire was a letter from the high school principal explaining the purpose of the questionnaire and encouraging the graduate to return the questionnaire in the self-addressed, stamped envelope (see Appendix A pages 144-6); four, the questionnaire was mailed to the graduate.

Development of the Telephone Interview

The use of the telephone interview caused a review of interview techniques to be undertaken. Isaac and Michael[2] pointed out three important things that should be done when using the interview method of securing follow-up information. The first suggestion was to develop a detailed interview method with a script which should be followed as closely as possible. The second recommendation was to select properly trained interviewers in order to eliminate as much bias as possible. The third recommendation was to pre-test the actual interview. With these facts in mind, a number of procedures were developed, and scripts were written. Each script led the interviewer to use the exact questions as they appeared in the mailed questionnaires (see Appendix A pages 147-9). After the above mentioned scripts were reviewed and approved, two members from the high school guidance department were instructed in the interview techniques and their proper telephone useage. Then each interviewer called a selected number of high school graduates from the immediate area that closely matched the type of graduates that came from Carrollton High School. No Carrollton High School graduates were used. Following this pilot testing of the telephone interviews, the two interviewers initiated their calls to graduates of Carrollton High School who had not responded to the initial questionnaire.

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[1] Harold L. Hodgkinson, lecture material "Mail Survey Techniques," Walden University, 1973, pp. 1-2. (Mimeographed.)

[2] Stephen Isaac and William B. Michael, Handbook in Research and Evaluation (San Diego, Calif.: Robert R. Knapp, 1971), p. 9.

Processing of the Material

After the questionnaire had been developed, tested, and approved, the Saginaw Intermediate School District Data Processing Center was contacted concerning the appropriateness of the format for converting the information onto the key punched cards. Adams[1] surveyed the questionnaire and determined that it was satisfactory for data processing purposes. He then began to develop the programming necessary to extract the information that the questionnaires contained. Concurrently, the coding procedures and the key system were formulated and approved (see Appendix B pages 152-63). When approximately one hundred questionnaires had been received -- three from each graduating class, thirty in all -- they were coded, key punched, and sent to the data processing center for a trial run. The results of the trial run proved to be satisfactory with only minor adjustments necessary. Thus, the balance of the questionnaires were coded, key punched, and sent to the data processing center where the final raw data was obtained from the questionnaires.

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[1] Keith Adams, personal interview, Saginaw Intermediate School District, 14 November 1973.

Research Procedures

"It has become custonary to distinguish four levels or degrees of perfection of measurement. Each included the perfection below it."[1] There seems to be no reason why highly advanced levels of statistical measurement need to be employed in this study.[2] Therefore, the majority of the results obtained from this study were tabulated at the nominal level of statistical research with the counts obtained from the raw scores.[3] The tables showing the results indicate the percentages of response; each count is represented in relation to the total returns.

Two exceptions to the use of the nominal statistical level were made when it seemed more appropriate to use the second or ordinal level of statistical measurement. At the ordinal level, data can be placed in rank order, yet the results cannot be easily manipulated mathematically.[1] To properly measure the results given by responding graduates concerning the value of courses taken while in high school, the ordinal level of measurement was used. The use of this level of measurement made it possible to obtain the rank preference order of the classes taken. Because the order of selection preferences given by the respondents was important, a weight was given to each selection. A first choice selection was given a weight of five; a second choice selection was given a weight of four; a third choice selection was given a weight of three; a fourth choice selection was given a weight of two; and a fifth choice selection was given a weight of one. Thus, a preference frequency number was obtained for each course selected by the responding graduates.

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[1] John E. Wise, Robert B. Nordberg and Donald J. Reitz, Methods of Research in Education (Boston, Mass.: D. C. Heath Co., 1967), p. 147.

[2] Wilbur S. Harris, personal interview, Central Michigan University, 12 April 1974.

[3] John E. Wise, Robert B. Nordberg and Donald J. Reitz, Methods of Research in Education (Boston, Mass.: D. C. Heath Co., 1967), p. 147.

Inasmuch as more students were exposed to required courses, it was advisable to made adjustments for this factor. To make the required adjustment, certain steps were necessary. From the high school office records, the average size of each class was determined. It was discovered that the majority of classes averaged twenty-five students. A discussion with the high school principal revealed the number of classes offered in a given course or field. The number of times a student would normally be exposed to a certain course selection was found. Multiplying the average class size by the number of classes or sections and then multiplying the product by the number of times a student was exposed to the course gave a class exposure number. By dividing the class exposure number of a given course into the weighted preference number, a rank selection number was secured. From the rank selection number, the course selections were placed in rank order. The same basic procedures were followed for extracurricular activities.[1]

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[1] Ibid.

The responding graduates named the courses they thought should be added to the high school curriculum. These courses were placed in rank order by pursuing the following steps: One, a first choice selection was given a weight of five; two, a second choice selection was given a weight of four; three, a third choice selection was given a weight of three. Because other factors mentioned earlier need not be considered at this time, the preference number became the rank selection number, and the selections were placed in rank order.

Limitations of the Study

This study was limited to the graduates of Carrollton High School from June 1964 through June 1973. During this time, the high school issued 1,105 diplomas to its graduates. (It should be pointed out that this does not include the forty-four diplomas issued by the adult education program at Carrollton High School during this same span of time.) Diplomas were issued to twelve of the former graduates who were deceased at the time of the study; to fourteen foreign exchange students (excluded from the study); and to twenty-one graduates who had left no forwarding addresses and could not be traced at the time of the study. Thus, forty-seven former graduates were not included in this study. The study therefore, involves a possible total of 1,058 graduates.

A list of addresses for the 1964 through 1973 graduates was obtained from the high school general office or the guidance department. A considerable amount of time and effort was spent in order to locate or account for every graduate. It was necessary to contact parents, friends, and classmates of former graduates when it was discovered that the high school's address list was not up to date. Through these contacts, many new and valid addresses were obtained. Telephone directories of Metropolitan Saginaw and the surrounding areas also became an important aid in locating former Carrollton High School graduates. This was especially true during the telephone interviews.

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[1] Wilbur S. Harris, personal interview, Central Michigan University, 12 April 1974.

On Wednesday of 31 October 1973, the superintendent's letter, alerting the graduates, was mailed to all former high school graduates with known addresses. Ten days later, on Friday of 10 November 1973, the questionnaire along with the letter from the high school principal and a stamped, self-addressed envelope was sent to those same graduates.

Reliability of the Returns

When 100 percent participation cannot be obtained by a questionnaire, the reliability of the returns is subject to questions. "It is not uncommon to find in literature reports of follow-up studies in which less than half of those to whom questionnaires were sent replied."[1]

"In any questionnaire survey, there will always be a percentage of nonresponding subjects. Ordinarily, percentages under 20 percent can be reasonably ignored."[2] Higher percentages are subject to bias because the returns may not be representative of the total graduate population.

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[1] Arthur E. Traxler, Techniques of Guidance (New York: Harper and Brothers, Publishers, 1957), p. 290.

[2] Stephen Isaac and William B. Michael, Handbook in Research and Evaluation (San Diego, Calif.: Robert R. Knapp, 1971), p. 93.

This may be corrected by interviewing those who had not responded.[1] The telephone interviews, at least to some extent, helped to correct this problem. Even though the interviewers were careful, some respondents may not have answered all the questions without bias by giving answers which they thought the interviewer would like to hear rather than answers which were their own. Every effort was made to obtain as many unbiased, answered questionnaires as possible.

Definition of Terms

The following terms were used throughout this study. The meaning or meanings that the writer intended each term to convey to the reader is expressed below.

Business education. Business education, for the purpose of this study was used when referring to such commercial courses as typing, bookkeeping, shorthand, business law, and others.

Co-op related instruction. This term was used to refer to related high school classroom instruction which was given to students who receive high school credit for on-the-job experiences related to the classroom instruction.

Co-op vocational education. Co-op vocational education was used in this study to refer to all courses in vocational education. The term includes trade and industrial education, business education, homemaking education, distributive education, and agricultural education.

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[1] Ibid.

Distributive education. Distributive education, for the purpose of this study, was used when referring to distributive education courses such as marketing, salesmanship, merchandising, and retailing.

Dropout. The term dropout was used to identify a student who leaves the high school before twelve years of education had been completed. This does not include transfers to other schools, students who were expelled for disciplinary reasons, or those pupils who were forced to terminate their education because of poor health.

Early leaver. The term early leaver was deemed to be synoymous with dropout in this study.

Extracurricular activities. The term includes all school sponsored activities which students take part in voluntarily and for which they receive no credit hours toward graduation.

Holding power. The term holding power was meant to imply the attraction which the high school has for its students. This attraction compels them to remain in high school until they have completed twelve years of high school education. The term at no time should imply the retention of students in school by force.

Normative survey. This term was used to mean the gathering of current information under normal conditions during a given time.

Postsecondary. This term was used to indicate the time and events that occur after a student has successfully completed all of the requirements for graduation from a high school.

Trade and industrial education. Trade and industrial education, for the purpose of this study, was used when referring to such trade and industrial courses as auto mechanics, drafting, machine shop, welding, etc.

Unrestricted sampling. This term was used to mean that all the possible graduates from Carrollton High School from 1964 through 1973 were used, and that each graduate had an equal chance to be used in the study.

CHAPTER IV

REPORT OF DATA RECEIVED

Analysis of the Returns

During the ten years, 1964 through 1973, included in this study, 1,105 students graduated from Carrollton High School. However, for reasons already expressed, all of these graduates were not sent a questionnaire; thus, confining the study to 1,058 students.

Returns from the questionnaires began to arrive at the superintendent's office on Monday, 12 November 1973, as shown on Chart I, with thirty-three answers received. The peak day for returns was the following day, Tuesday, 13 November 1973, when ninety-seven returns arrived. Incoming returns were counted each school day with the returns gradually decreasing. On the other hand, on Monday, 26 November 1973, there was a noticeable increase in returns which may have been due to the fact that a number of graduates had returned home for Thanksgiving vacation and found the questionnaire waiting for them. The next few days saw a sharp decline in returns until no returns were received on Friday, 30 November 1973.

Inasmuch as only 372 persons or 35 percent of the graduates had responded to the quesionnaire, it was deemed necessary to begin the telephone interview campaign at once. On Monday, 3 December 1973, twelve questionnaires were received which could have been generated by the telephone interviews that had been conducted over the weekend. The returns then tap-

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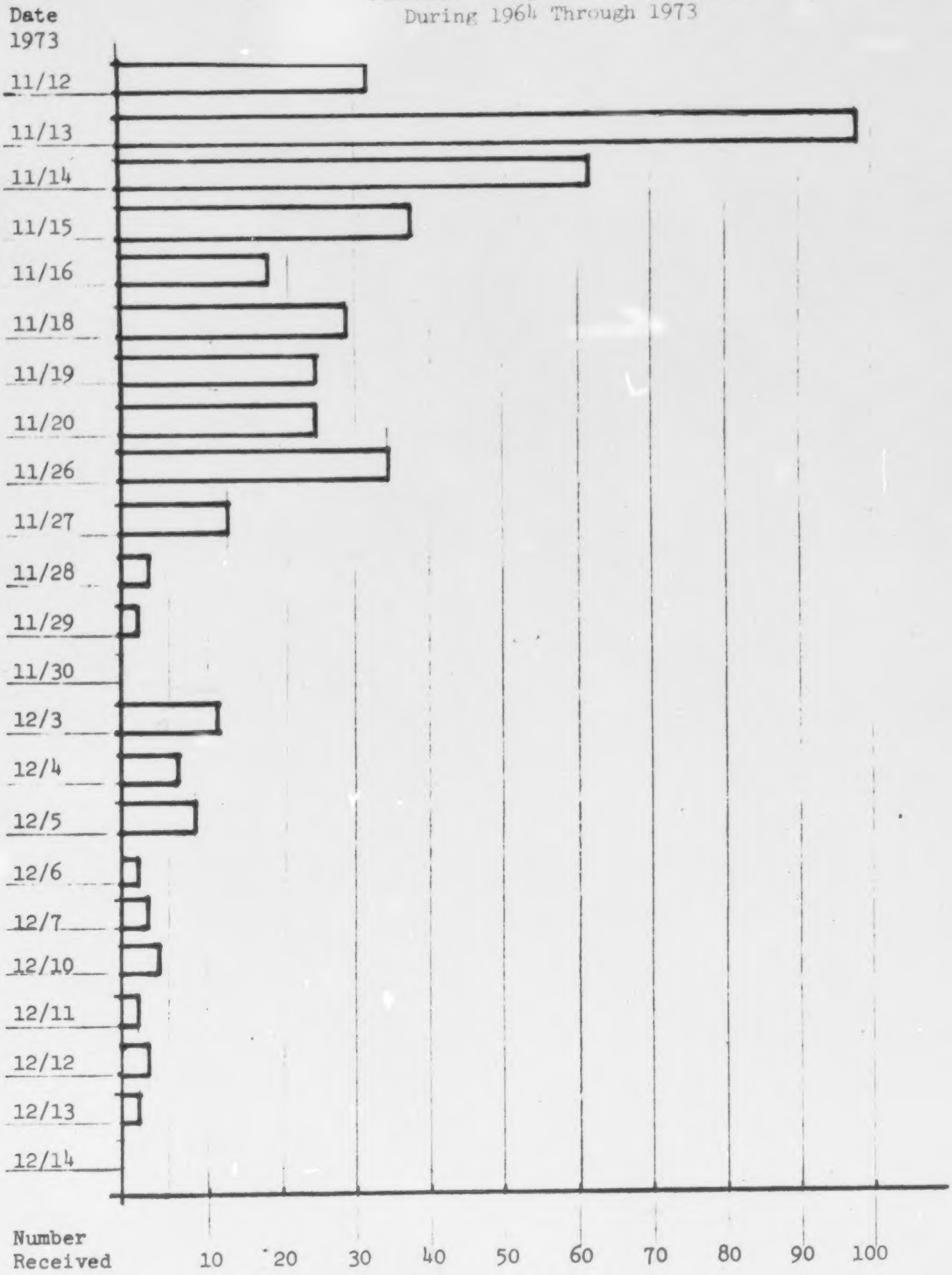
CHART I

Number of Questionnaires Received Per Day From Responding Carrollton High School Graduates During 1964 Through 1973



ered off until Friday, 14 December 1973, when no returns were received. Over the next ten days, five more questionnaires were received, and the mailed questionnaire campaign ended with 418 returns or 39.5 percent. The telephone interview campaign continued until 9 January 1974 when it was determined that no more interviews could be obtained. An additional 222 questionnaires had been completed, presumably, because of the telephone interviews.

Table I

Tabulation of Graduates, Questionnaires Sent and Answered
by the Graduates From Carrollton High School
During 1964 Through 1973

Class	Number of Graduates	Number Sent	Number Answered	Percent Answered
1964	78	71	41	57
1965	100	93	62	66.6
1966	108	100	55	55
1967	112	102	57	55.8
1968	114	110	54	49
1969	91	90	59	65.5
1970	124	121	69	57
1971	128	122	75	61.4
1972	125	125	78	62.4
1973	125	124	90	72.5
Totals	1105	1058	640	60.5

The 640 total returns represented a 60.5 percent response from the graduates used in this study. The number of graduates, the number of questionnaires sent, and the number of responses obtained along with the percentages of answering graduates of Carrollton High School from 1964 through 1973 are exhibited in Table I.

The graduating class of 1964, the first from Carrollton High School, gave a 57 percent response; the graduating class of 1968 gave the fewest responses with a 49 percent return; and the graduating class of 1973 gave the most responses with a 72.5 percent return. More graduates from the class of 1972 had a chance to be a part of the study when a questionnaire was sent to all 125 graduates. (See Chart II.)

Answers to the Survey Questions

Question No. 1. In what year did you graduate from Carrollton High School?

This question was used to identify the year in which the respondents graduated. The fewest responses came from the graduating class of 1968 with 49 percent of them responding. The most responses came from the class of 1973 with 72.5 percent of the graduates responding.

Question No. 2. Your age?

This question was asked in order to have the information available for future usage. The information was key punched on each respondents card but not processed for this study. This information had no relevance for this study.

Question No. 3. Sex. Male. Female.

This question was asked to determine how many of the respondents were males and how many were females. Three hundred and one persons or 47 percent of the responding graduates were males and 339 persons or 53 percent of the responding graduates were females. (The percentage of differ-

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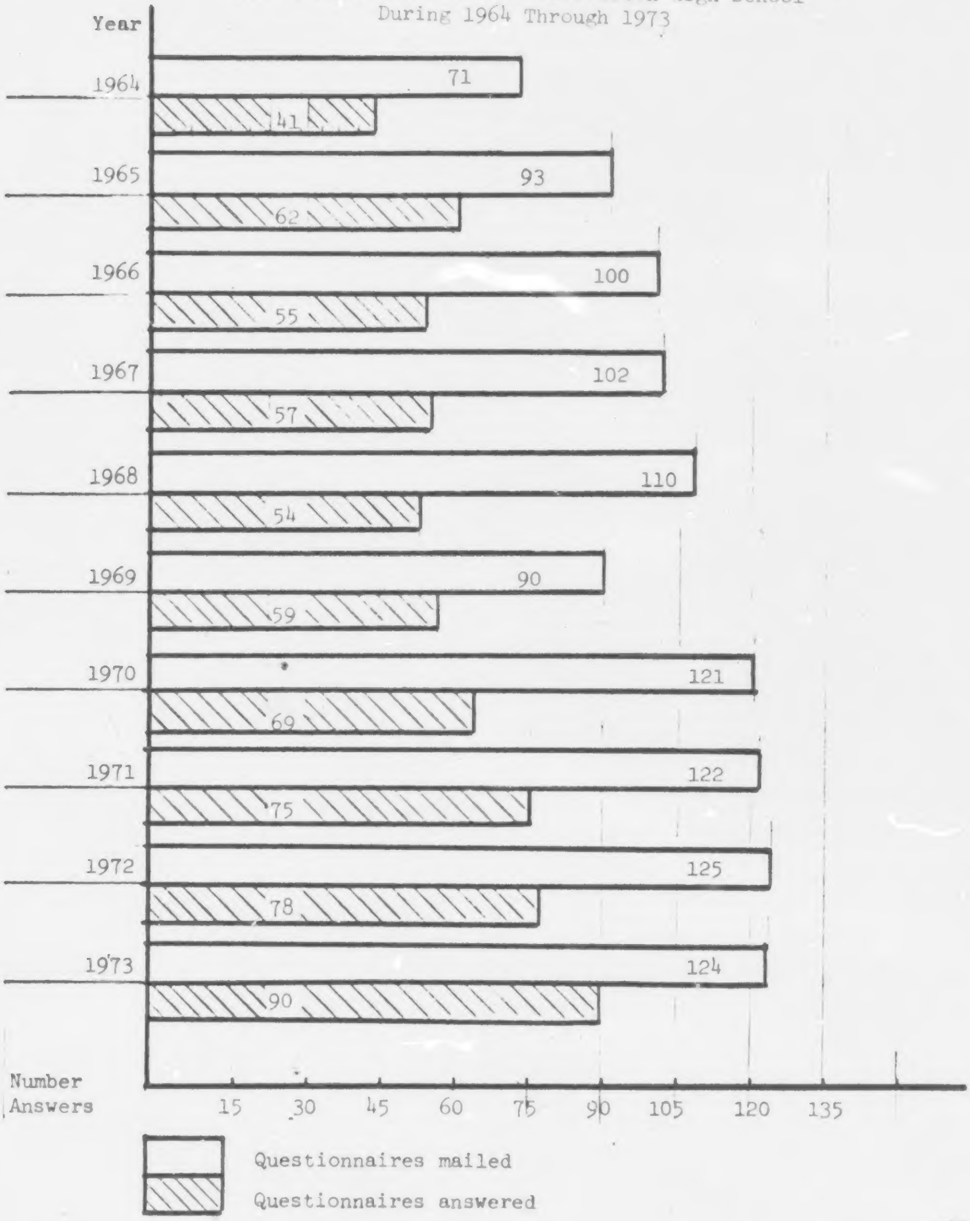
CHART II

Tabulation of the Questionnaires Sent and Answered by the Responding Graduates From Carrollton High School During 1964 Through 1973



ence between responding males and females was not sufficient enough to affect or significantly bias the study.)

Question No. 4. Married? Yes. No. Other.

Table II

Marital Status of the 1964 Through 1973 Responding Graduates From Carrollton High School Used in This Study

Class	Married	Per-Cent	Single	Per-Cent	Engaged	Per-Cent	Divorced	Per-Cent
1964	34	82.9	5	12.1	0	0	2	5
1965	52	83.8	7	11.2	0	0	3	5
1966	40	72.7	11	20	1	1.8	3	5.5
1967	44	77	13	23	0	0	0	0
1968	38	70.3	13	24	1	2	2	3.7
1969	29	49.3	27	45.7	0	0	3	5
1970	26	37.6	41	59.4	1	1.5	1	1.5
1971	22	29.3	48	64	5	6.7	0	0
1972	10	12.8	65	83.3	2	2.5	1	1.4
1973	2	2	84	93	4	5	0	0
Totals	297	46.4	314	49	14	2.3	15	2.3

Two hundred and ninety-seven people or 46.4 percent of the responding graduates were married, and 314 people or 49 percent of the respondents were single. (See Figure I.) Fourteen people or 2.3 percent of the responding graduates were engaged to be married while fifteen respondents or 2.3 percent of them were divorced. The class with the highest percentage of married graduates was the class of 1965 with fifty-two of them or 83.8 percent. The class of 1973 had the highest number of single grad-

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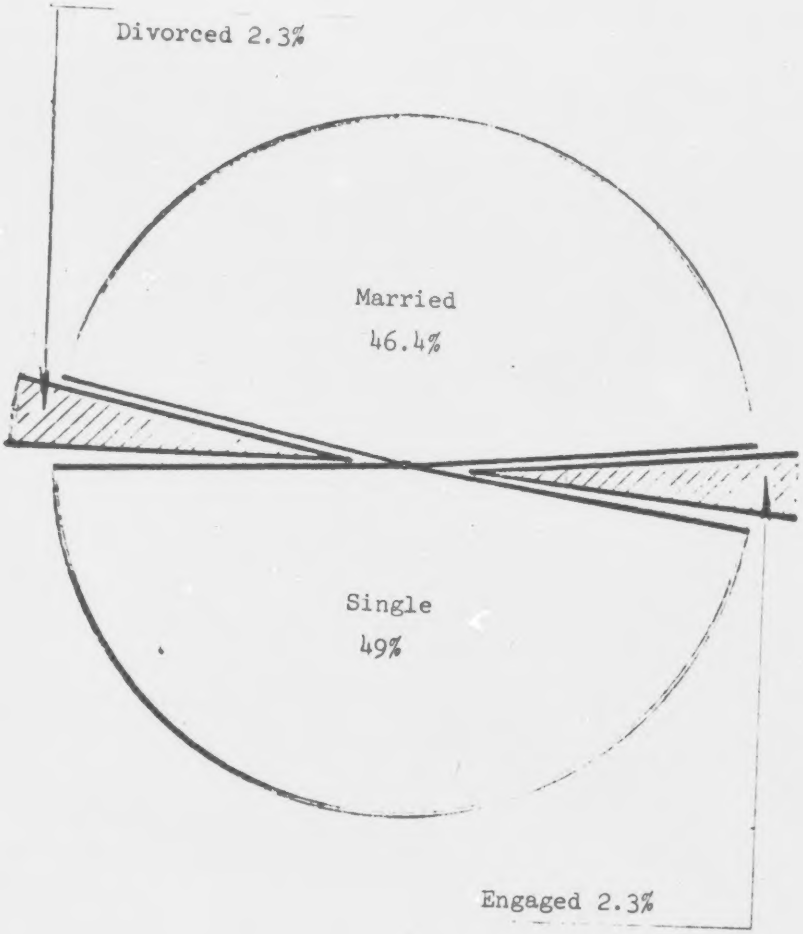

FIGURE I

Marital Status by Percentage of the
1964 Through 1973 Responding Graduates From
Carrollton High School

uates with eighty-four of them or 93 percent. The responding graduates of the class of 1971 reported the highest number of engagements with a total of five. The class of 1966 had the highest percentage of divorce with three. This percentage represented 5.5 percent of the class. (The percentage of difference between responding married and single persons was not sufficient enough to affect or significantly bias the study.)

Question No. 5. Are you now attending or have you, since graduation, attended any type of school? Yes. No.

Table III

College, Advanced Study, or Training Undertaken by the 640 Responding Graduates from Carrollton High School During 1964 Through 1973

Class	Yes	Percent	No	Percent	Total	Percent
1964	24	58	17	42	41	100
1965	43	69	19	31	62	100
1966	39	71	16	29	55	100
1967	35	61	22	39	57	100
1968	37	65	17	35	54	100
1969	37	63	22	37	59	100
1970	41	59	28	41	69	100
1971	35	47	40	53	75	100
1972	46	59	32	41	78	100
1973	43	48	47	52	90	100
Totals	380	59	260	41	640	100

In Table III, 59 percent of the respondents have been involved in advanced study or training. More responding graduates from the class of

1966 were involved in advanced study or training than any other class, and the responding graduates from the class of 1971 were least involved in advanced study or training. The respondents from the graduating class of 1971 showed their class to be the only class in which at least one-half of the graduates had not been engaged in some form of advanced study or training. (See Figure II.)

Question No. 5a. Name of school or schools.

Table IV

Institutions Attended by the 380 Responding Graduates
From Carrollton High School Who Pursued
Advanced Study or Training From 1964 Through 1973

4 Year College or University	Number
Saginaw Valley College	52
Central Michigan University	39
Michigan State University	28
Western Michigan University	16
Ferris State College	10
University of Michigan	8
Northwood Institute	7
Eastern Michigan University	4
Other Like Colleges or Universities	61

2 Year Institutions	Number
Delta College	189
Saginaw Business Institute	13
Technical School	8
Tri-City Beauty College	5

Table IV (continued)

2 Year Institutions	Number
I.B.M. Business Institute	5
Ohio Institute of Technology	4
Other Like Institutions	22

Short Course	Number
Armed Forces	12
McConnell Air Lines	3
Other Like Courses	2

Adult Education	Number
City of Saginaw	9
Carrollton Public Schools	4

Correspondence School	Number
C.I.T.	2
Lincoln Institute	1
Total	504*

*Some respondents attended more than one institution of advanced study or training.

In Table IV, more responding graduates attended Delta College, a two year institution, than any other single school or college. Saginaw Valley College was the most attended four year college or university. Relatively few respondents patronized institutions offering short courses, adult education courses offered by the public schools, or correspondence courses offered by schools or institutions. (See Chart III.)

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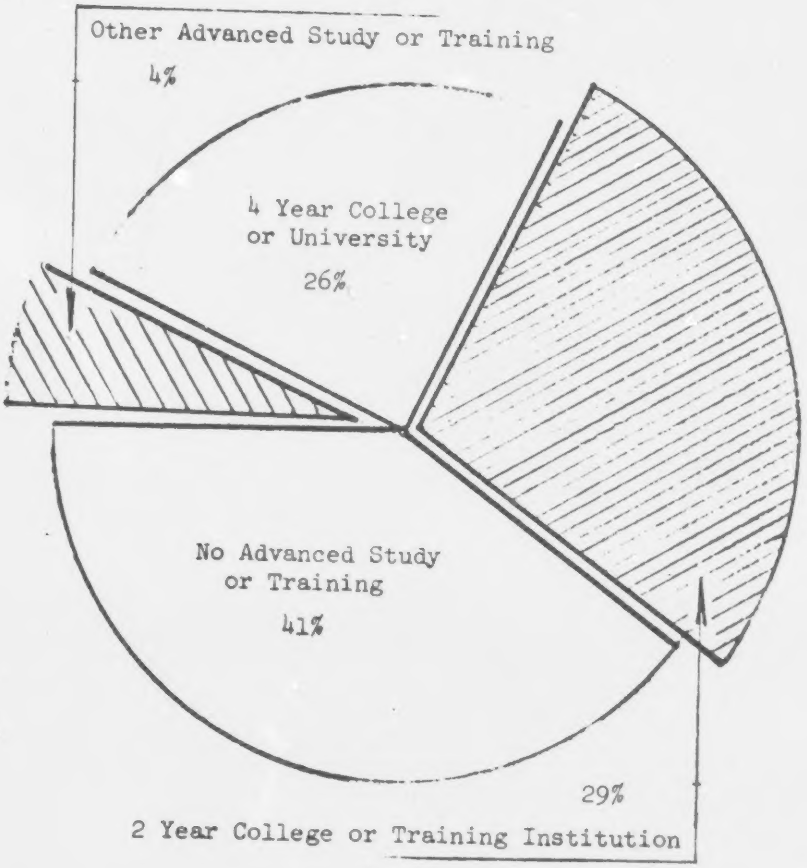

FIGURE II

Advanced Study or Training of the Responding
Graduates From Carrollton High School
During 1964 Through 1973

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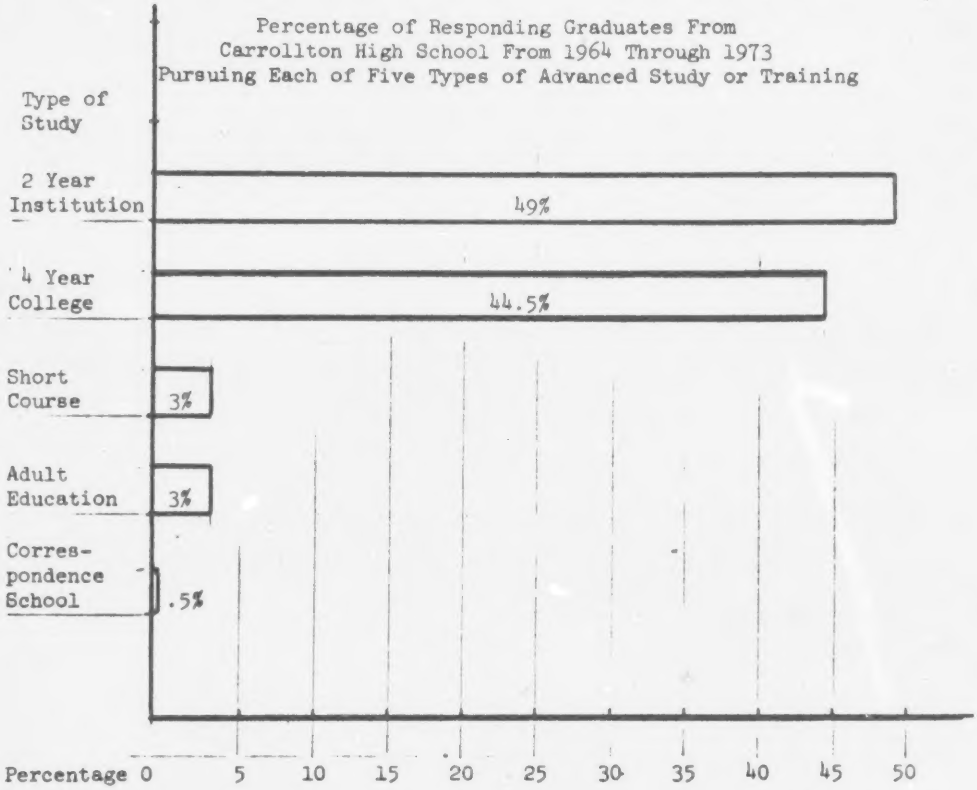
CHART III


Percentage of Responding Graduates From Carrollton High School From 1964 Through 1973 Pursuing Each of Five Types of Advanced Study or Training

Question No. 5b. What are or were your areas of study or training?

Table V

Major Areas of Study or Training of the 380 Responding Graduates From Carrollton High School During 1964 Through 1973

Area of Study	Number	Percent
Secondary Education	45	10
Business	35	8.5
Elementary Education	33	7.5
Nursing	21	4.5
Liberal Arts	20	4.5
Secretarial	19	4
Engineering	18	4
Data Processing	16	3.5
Business Administration	14	3
General	13	2.5
Electronics	13	2.5
Mathematics	12	2.5
Dental Assistant	11	2
Special Education	11	2
Social Science	10	2
Medical Assistant	9	2
Pre Medical	9	2
English	8	1.5
Psychology	8	1.5
Industrial Education	7	1.5
Science	7	1.5

Table V (continued)

Area of Study	Number	Percent
Chemistry	7	1.5
Law Enforcement	7	1.5
Marketing	7	1.5
Art - Music	6	1
Other	100	21.5
Total	466*	100

*Some respondents studied in more than one area of field.

In Table V, secondary education was the area of study most pursued by the responding graduates with slightly over one-fifth of all the respondents engaged in all forms of education. The second most pursued area of study was business followed by elementary education, nursing, liberal arts, secretarial, and engineering. (See Chart IV.)

Question No. 6. Are you now or have you been since graduation, employed? Yes. No.

Table VI

Employment Tabulation of the Graduate Respondents
From Carrollton High School Who Graduated
From 1964 Through 1973

Class	Yes	Percent	No	Percent	Total	Percent
1964	40	98	1	2	41	100
1965	61	98	1	2	62	100
1966	55	100	0	0	55	100
1967	56	98	1	2	57	100
1968	53	98	1	2	54	100

Table VI (continued)

Class	Yes	Percent	No	Percent	Total	Percent
1969	59	100	0	0	59	100
1970	67	97	2	3	69	100
1971	72	96	3	4	75	100
1972	74	95	4	5	78	100
1973	84	93	6	7	90	100
Total	621	97	19	3	640	100

From Table VI, it may be observed that almost all of the responding graduates from Carrollton High School were or had been employed since graduation. All respondents from the classes of 1966 and 1969 indicated that they were employed or had been employed at some time since graduation.

Question No. 6a. If "yes," list name and address of employer.

Table VII

Location of the Jobs Held by the Responding Graduates
From Carrollton High School
During 1964 Through 1973

Location	Number	Percent
Metropolitan Saginaw	843	81.5
With Armed Forces	36	3.5
Southeastern Michigan	33	3
Saginaw, Midland, Bay Counties	28	2.5
North Central United States	15	1.5
Northwestern United States	15	1.5
Southwestern Michigan	14	1.5

Table VII (continued)

Location	Number	Percent
Southwestern United States	13	1
Northeastern Michigan	11	1
Northeastern United States	9	1
Southeastern United States	7	1
Northwestern Michigan	4	.5
Upper Pensula Michigan	3	.5

In Table VII, 81 percent of the jobs held by the responding graduates were in Metropolitan Saginaw and 87 percent of the jobs held were in Metropolitan Saginaw, Southeastern Michigan, and Saginaw, Midland, and Bay Counties (Michigan). Thus almost all jobs held by the respondents might be considered local jobs.

Question No. 7. What kind of work do you do?

Table VIII

Types of Jobs Held by the Responding Graduates
From Carrollton High School
During 1964 Through 1973

Kind of Job	Number	Percent
Stenography, Typing and Filing (Code No. 20)*	156	16
Salespersons (Code No. 26)	129	13
Food and Beverage Preparation (Code No. 31)	73	7.5
Medicine and Health (Code No. 7)	62	6
Ore Refining and Foundry (Code No. 51)	55	5.5
Computing and Account-recording (Code No. 21)	47	4.5
Education (Code No. 9)	45	4.5

Table VIII (continued)

Kind of Job	Number	Percent
Information and Message Distribution (Code No. 23)	37	4
Misc. Professional and Technical (Code No. 19)	32	3.5
Metal Machining Occupations (Code No. 60)	30	3.5
Processing of Metal (Code No. 50)	27	3
Transportation Occupations (Code No. 91)	24	2.5
Fabrication and Repair of Products (Code No. 73)	19	2
Misc. Personal Service (Code No. 35)	16	1.5
Merchandising (Code No. 29)	16	1.5
Motor Freight Occupations (Code No. 90)	12	1
Barbering and Cosmetology (Code No. 33)	12	1
Construction Occupations (Code No. 86)	12	1
Lodging (Code No. 32)	11	1
Protective Services (Code No. 37)	11	1
Other	159	16.5
Total	985	100

*These codes are from the Directory of Occupational Titles, vol. No. 2 Occupational Classifications, U. S. Department of Labor.

From Table VIII, it was discovered that stenography, typing, and filing jobs were held by more responding graduates than any other single job category. (See Chart V.) The next most selected job category was the salespersons job category, followed by food and beverage preparation, medicine and health, and ore refining and foundry. More Carrollton respondents were employed in clerical and sales occupations than any other occupational category.

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CHART IV

Ten Top Areas of Study or Training, by Percentage, of the 380 Responding Graduates From Carrollton High School During 1964 Through 1973

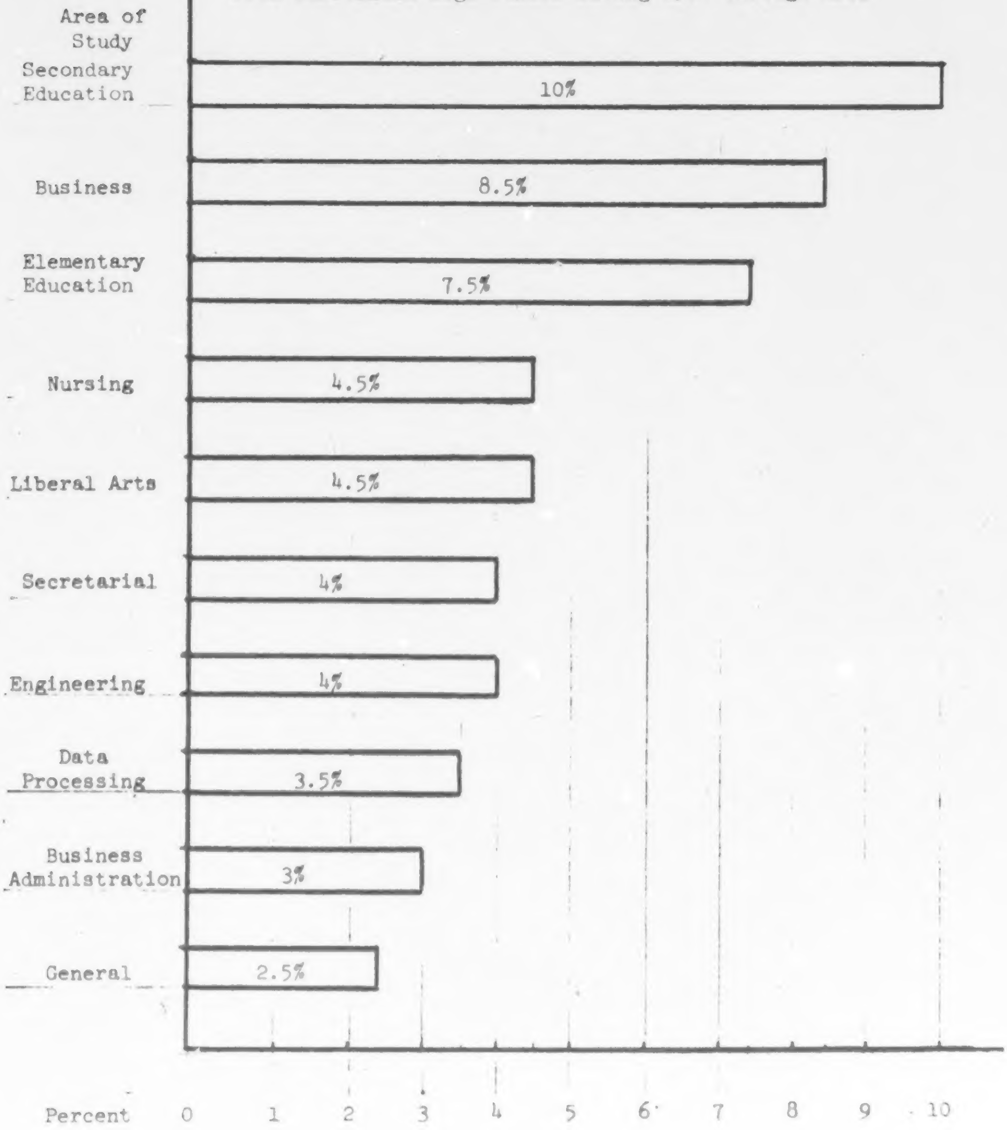

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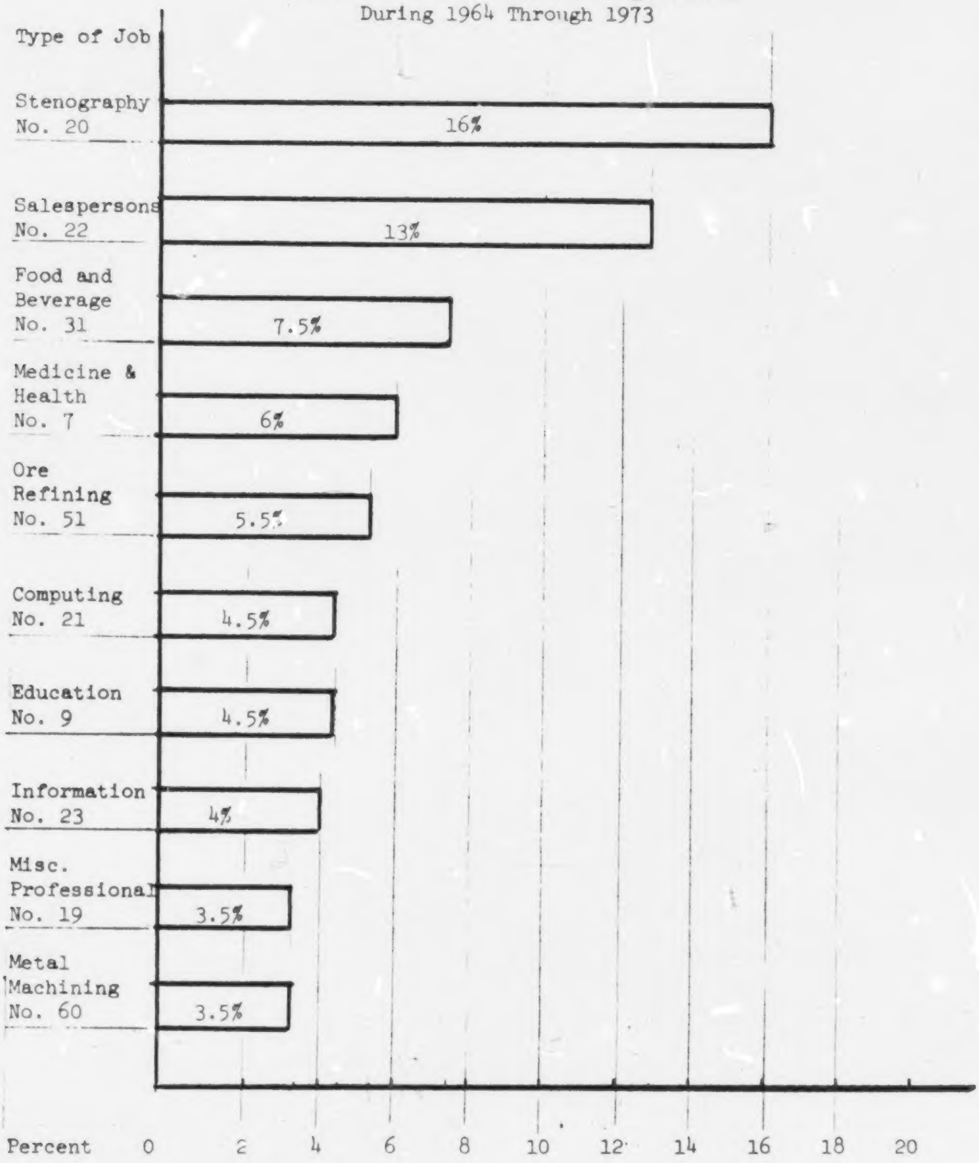
CHART V

Types of Jobs, by Percentage, Held by the Responding
Graduates From Carrollton High School
During 1964 Through 1973



Question No. 8. Was your high school education adequate for you in relation to your work or study? Yes. No. Don't know.

Table IX

Adequacy of the High School as Reported by the Responding
Graduates From Carrollton High School
During 1964 Through 1973

Class	Yes	Percent	No	Percent	Don't Know	Percent
1964	32	78	8	20	1	2
1965	48	77	12	19	1	4
1966	40	72	14	25	1	3
1967	36	63	19	33	2	4
1968	40	74	12	22	2	4
1969	40	68	15	25	4	6
1970	52	76	15	22	2	2
1971	47	63	22	29	6	8
1972	50	64	22	28	6	8
1973	67	74	17	19	6	7
Totals	452	70	156	25	31	5

The responding members of the classes of 1965 and 1973 were better satisfied with the school's adequacy than any of the other graduating classes from Carrollton High School. The responding members of the class of 1967 were least satisfied with the school's adequacy than any of the other graduating classes, yet on the average, the respondents from the classes of 1964 through 1968 valued their high school education more than the classes of 1969 through 1973. A large majority or 70 percent of the responding graduates from Carrollton High School believed that their high school education was adequate in relation to their work or study. These results are exhibited in Table IX.

Question No. 8a. If "yes" what course or courses were most helpful? List in order of importance.

Table X

Selection of Courses Considered Most Helpful by the Responding Graduates From Carrollton High School During 1964 Through 1973

Course	Preference Frequency Number	Exposure Number	Rank Selection Number
Co-op	162	200	.810
Bookkeeping	112	250	.448
Business English	77	200	.385
Typing	513	1500	.342
Chemistry	191	600	.318
Mathematics	510	1625	.313
Shorthand	91	300	.303
Journalism	56	200	.280
Algebra	249	1500	.166
Psychology	85	600	.141
Physics	31	220	.140
Geometry	84	600	.140
Business Mathematics	69	500	.138
Biology	144	1040	.135
Speech	159	1200	.132
Shop	159	1760	.090

Table X (continued)

Course	Preference Frequency Number	Exposure Number	Rank Selection Number
General Business	100	1250	.080
Drafting	77	1250	.061
General English	603	17250	.034
Physical Education	84	3300	.025

In Table X, the courses which the responding graduates thought were most helpful to them in connection with their work or study are exhibited. Graduates responding rated the co-op course or program the most helpful to them with a rank selection number of .810. This class was followed by bookkeeping, business English, and typing. Chemistry ranked highest of the courses in the science department with a rank selection number of .318 while general mathematics was selected as the most helpful course in the mathematics department with a rank selection number of .313. Journalism with a rank selection number of .280 ranked highest in the English department, and psychology with a rank selection number of .141 ranked highest in the social science department. The importance of business education courses, in the minds of the graduate respondents, is indicated with five of the top ten rank selection numbers in the business education area of instruction. (See Chart VI.)

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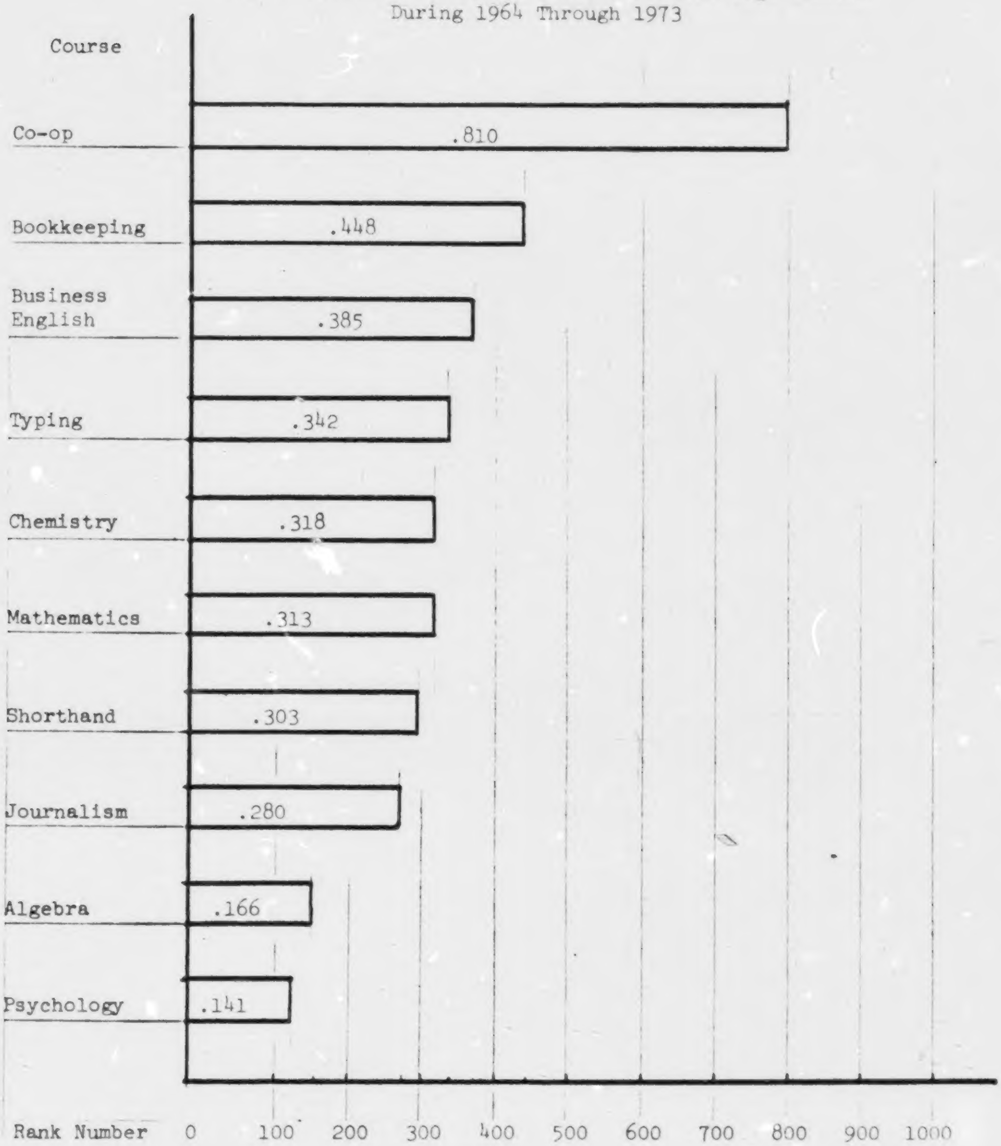
CHART VI

Top Ten Course Offerings Considered Most Helpful by the Responding Graduates From Carrollton High School During 1964 Through 1973



Question No. 8b. If "no," what course or courses do you feel should have been offered in order to make you better prepared for your chosen work?

Table XI

Courses Which the Responding Graduates
From Carrollton High School During 1964 Through 1973
Felt Should be Added to the High School Curriculum

Course to Add	Rank Selection Number
Psychology	58
Auto Shop	38
Another Foreign Language	31
Personal Relations	31
Advanced Algebra	24
Co-op	24
Bookkeeping	23
Sociology	22
Creative Writing	21
Mathematics	20
Shop	20
Business	20
Physics	20
Business Mathematics	18
Speech	14
Reading	14
General English	13
Electricity	13

Table XI (continued)

Course to Add	Rank Selection Number
Family Living	11
Advanced Geometry	8
Economics	8

In Table XI, the courses which the respondent graduates felt should be added to the curriculum at Carrollton High School are exhibited. The table lists these requests in order of importance to the graduates. Psychology was the course most requested by the responding graduates. The most requested course which was not in the high school curriculum at the time of the study was personal realtions followed by reading, electricity, and family living. (See Chart VII.)

Question No. 9. Did extracurricular activities benefit you in your work or study? Yes. No. Don't know.

Table XII

The Benefits of Extracutticular Activities as Reported by Responding Graduates From Carrollton High School During 1964 Through 1973

Class	Yes	Percent	No	Percent	Don't Know	Percent
1964	18	44	18	44	5	12
1965	26	42	29	47	7	11
1966	14	25	37	67	4	8
1967	21	37	32	56	4	7
1968	23	43	27	50	4	7

Table XII (continued)

Class	Yes	Percent	No	Percent	Don't Know	Percent
1969	32	54	22	37	5	9
1970	24	35	36	52	9	13
1971	27	36	37	49	11	15
1972	31	40	35	45	12	15
1973	39	43	45	50	6	7
Totals	255	40	318	50	67	10

In Table XII, one-half of the respondents indicated that they did not believe that extracurricular activities were of any benefit to them, and ten percent did not know. The responding members of the class of 1969 were the only ones to have a majority of replies indicating that extracurricular activities were beneficial with a 54 percent response. The respondents of the class of 1966 indicated, by a 67 percent vote, that extracurricular activities were not beneficial to them. (See Figure III.)

Question No. 9a. If "yes" what activities were most helpful?

Table XIII

Most Valuable Extracurricular Activities as Reported by
255 of the Responding Graduates From
Carrollton High School During 1964 Through 1973

Name of Activity	Preference Frequency Number	Activity Exposure Number	Rank Selection Number
Yearbook	95	60	1.583
Student Government	177	140	1.264
Newspaper	78	80	.975
Cheerleading	100	120	.833

Table XIII (continued)

Name of Activity	Preference Frequency Number	Activity Exposure Number	Rank Selection Number
Class Officers	55	80	.687
Dramatics	62	200	.310
Athletics	503	1700	.295
Band	74	260	.284
Pep Club	56	200	.280
Clubs	85	400	.212

In Table XIII, yearbook work was the most helpful extracurricular activity as selected by the 255 responding graduates who thought extracurricular activities were beneficial. The next most helpful extracurricular activities were student government, newspaper, cheerleading, and class officers. (See Chart VIII.)

Question No. 10. Who was most influential in your staying in school? Parents, friends, counselors, teachers, others.

Table XIV

Most Influential Persons in Helping the Responding Graduates From Carrollton High School During 1964 Through 1973 Stay in School to Graduate

Persons	Number	Percent
Parents	330	50
Self	221	33.5
Teachers	36	5.5
Friends	34	5.5

Table XIV (continued)

Persons	Number	Percent
Counselors	10	1.5
No one	7	1
Others	18	3
Totals	656*	100

*This number is greater than 640 because some graduates selected more than one person as being influential in their decision to stay in high school until graduation.

One-half of the 1964 - 1973 responding high school graduates in this study felt that their parents were the most influential factor in their decision to remain in school until graduation. The results are exhibited in Table XIV. One-third of these respondents indicated that their own desire to remain in school was the cause of their staying until graduation from high school. For some respondents, their teachers and friends were instrumental in their remaining to graduate followed by the influence of counselors, high school principal, relatives, and grandparents to name a few. A few responding graduates asserted that no one exerted any influence on them to remain in high school until graduation. (See Chart IX.)

Question No. 11. Did you like going to school? Yes. No. Don't know.

Table XV

1964 Through 1973 Carrollton High School Responding
Graduates Attitude Toward High School

Class	Yes	Percent	No	Percent	Don't Know	Percent
1964	33	80	8	20	0	0
1965	53	85	7	11	2	4

Table XV (continued)

Class	Yes	Percent	No	Percent	Don't Know	Percent
1966	49	89	4	7	2	4
1967	50	88	7	12	0	0
1968	48	89	6	11	0	0
1969	45	76	12	20	2	4
1970	56	81	11	16	2	3
1971	53	71	13	17	9	12
1972	63	81	11	14	4	5
1973	72	80	16	18	2	2
Totals	522	81.5	95	15	23	3.5

In Table XV, over 80 percent of the responding graduates from Carrollton High School indicated a positive attitude toward high school. Respondents from the classes of 1966 and 1968 had the most graduates who indicated a positive attitude toward high school with 89 percent in each class indicating that they liked school. Fifteen percent of the respondents did not indicate a positive attitude toward high school, and 3.5 percent had no opinion.

Question No. 11a. If "no" what caused you to dislike attending school?

Table XVI

Why the Responding Graduates From Carrollton High School During 1964 Through 1973 Disliked High School

Reason	Number
Boring Classes	29
Dislike for teachers	22

Table XVI (continued)

Reason	Number
Dislike of homework	7
Do not know	6
School too strict	5
Dislike of principal and administration	5
Too many required courses	4
Too much pressure	4
School a waste of time	4

As shown in Table XVI, the responding graduates who disliked high school stated their two greatest dislikes were for boring classes and teachers. (See Chart X.)

The dislike for high school expressed by the respondents might possibly be better understood by the following selected comments from the questionnaires:

One, "It was boring. Same thing every day, day in and day out."

Two, "Lack of interest -- teachers had no enthusiasm couldn't hold attention of class."

Three, "Doing home work, too long hours."

Four, "Authorities were too bossy."

Five, "Lack of discipline in the classroom."

Six, "Teachers made me nervous. They seemed on a different level. If I only knew then what I know now."

Seven, "Most teachers had pets if you weren't a pet they had an indifferent air about them towards you, which was very discouraging."

Eight, "Didn't like school work."

(For additional comments, refer to Appendix C, page 164.)

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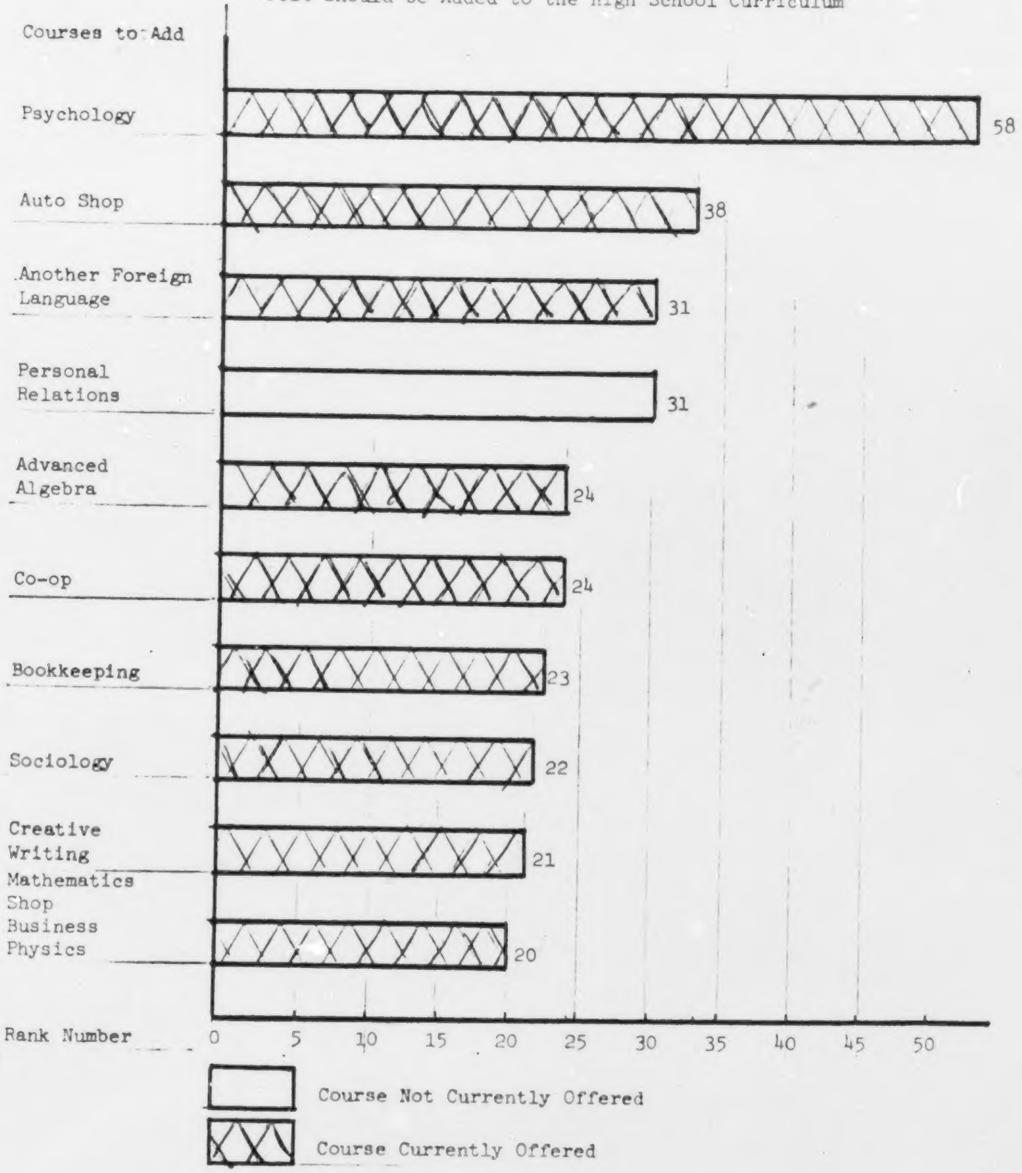
CHART VII

Top Ten Courses Which the Responding Graduates
From Carrollton High School During 1964 Through 1973
Felt Should be Added to the High School Curriculum



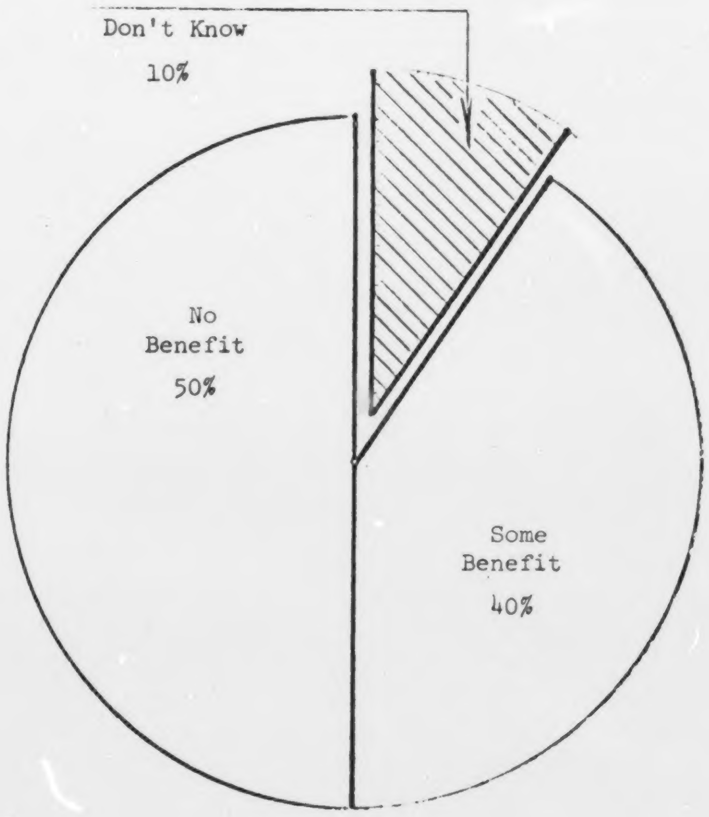


FIGURE III

The Benefits Shown, by Percentage, of Extracurricular Activities as Reported by Responding Graduates From Carrollton High School During 1964 Through 1973

CHART VIII

Ten Most Valuable Extracurricular Activities as Reported by the Responding Graduates From Carrollton High School During 1964 Through 1973

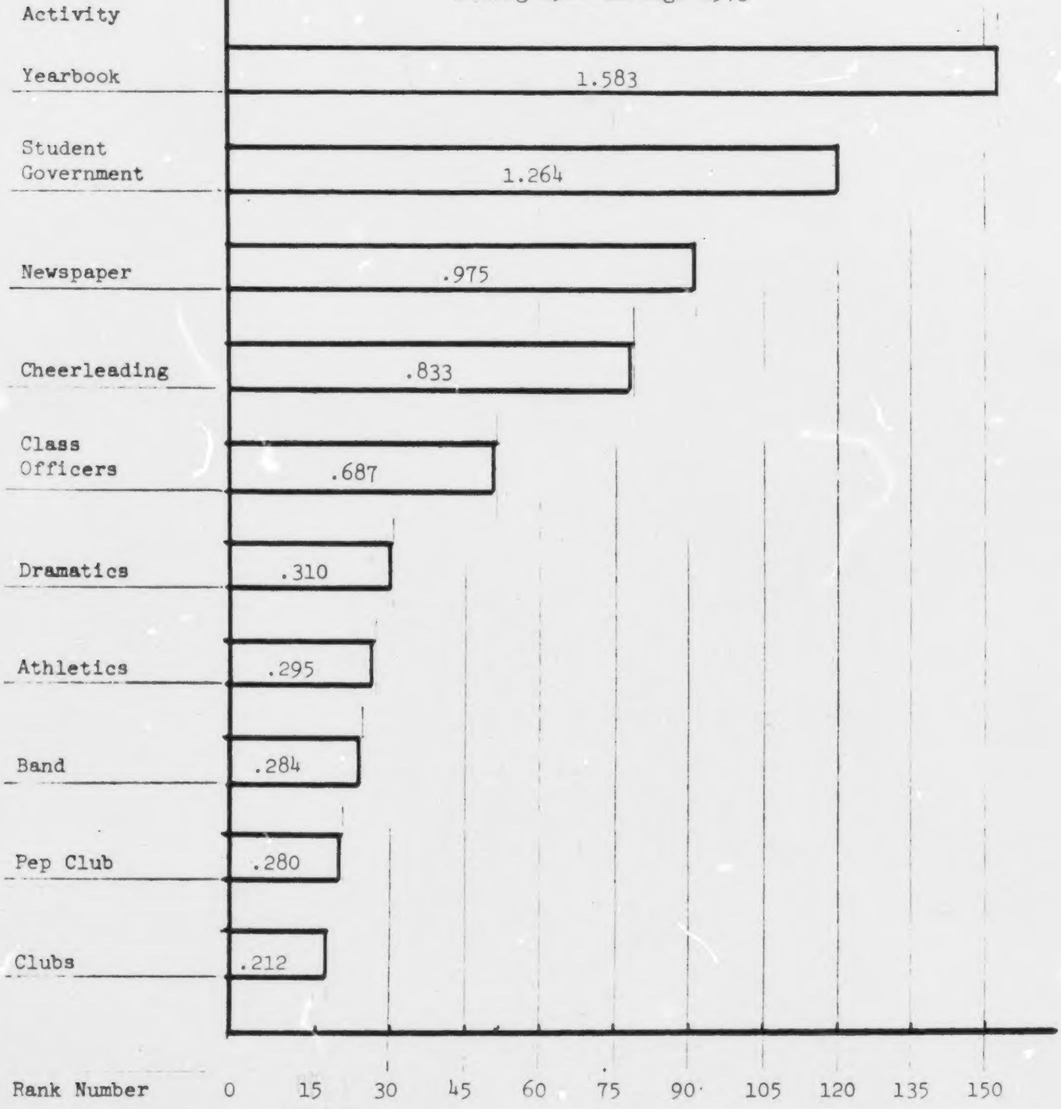
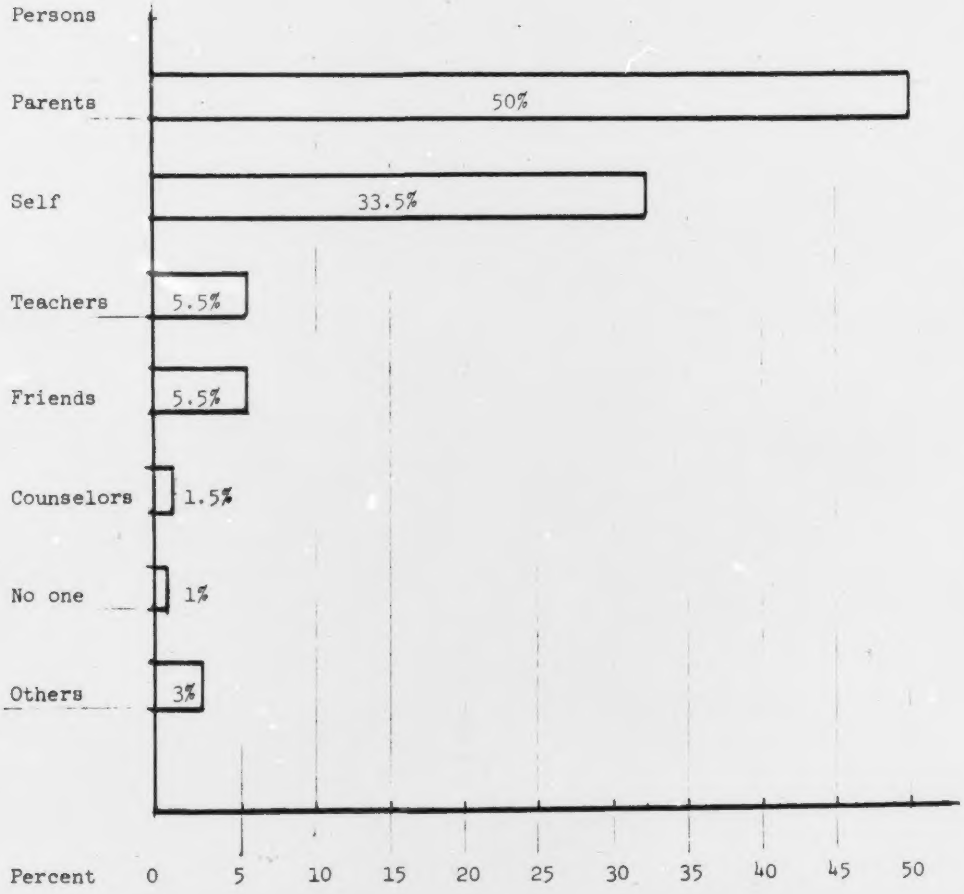


CHART IX

Percentage of Persons Most Influential in Helping
the Responding Graduates From Carrollton High School
During 1964 Through 1973
Stay in High School to Graduate



Question No. 11b. If "no" why then did you stay in school to graduate?

Table XVII

Reasons Why Responding Graduates From Carrollton High School
During 1964 Through 1973
Stayed in High School to Graduate

Reason	Number
Had to have a diploma	25
Parents influence	22
Need for a good job	21
Need to be able to enter college	10
Personal goal had to be met	6

In Table XVII, the reasons the dissatisfied responding graduates had for remaining in high school to graduate were indicated. The three most important reasons were the need for a high school diploma, the influence of their parents, and the need for a good job. (See Chart XI.)

Remarks mentioned by the responding graduates gave specific feedback as to the reasons the respondents who disliked high school remained to graduate:

> One, "Because I wanted the degree. It is necessary these days."
>
> Two, "Because without an education or diploma, I knew I couldn't get a good job."
>
> Three, "Because I enjoyed working on the school paper very much and I wanted to go to college."
>
> Four, "Because I knew you're far better off to complete high school, for all reasons."
>
> Five, "To have a diploma and because I'm sure if I had decided not to stay in school, my parents wouldn't have permitted by wishes."

CHART X

Why the Responding Graduates From
Carrollton High School During 1964 Through 1973
Disliked High School

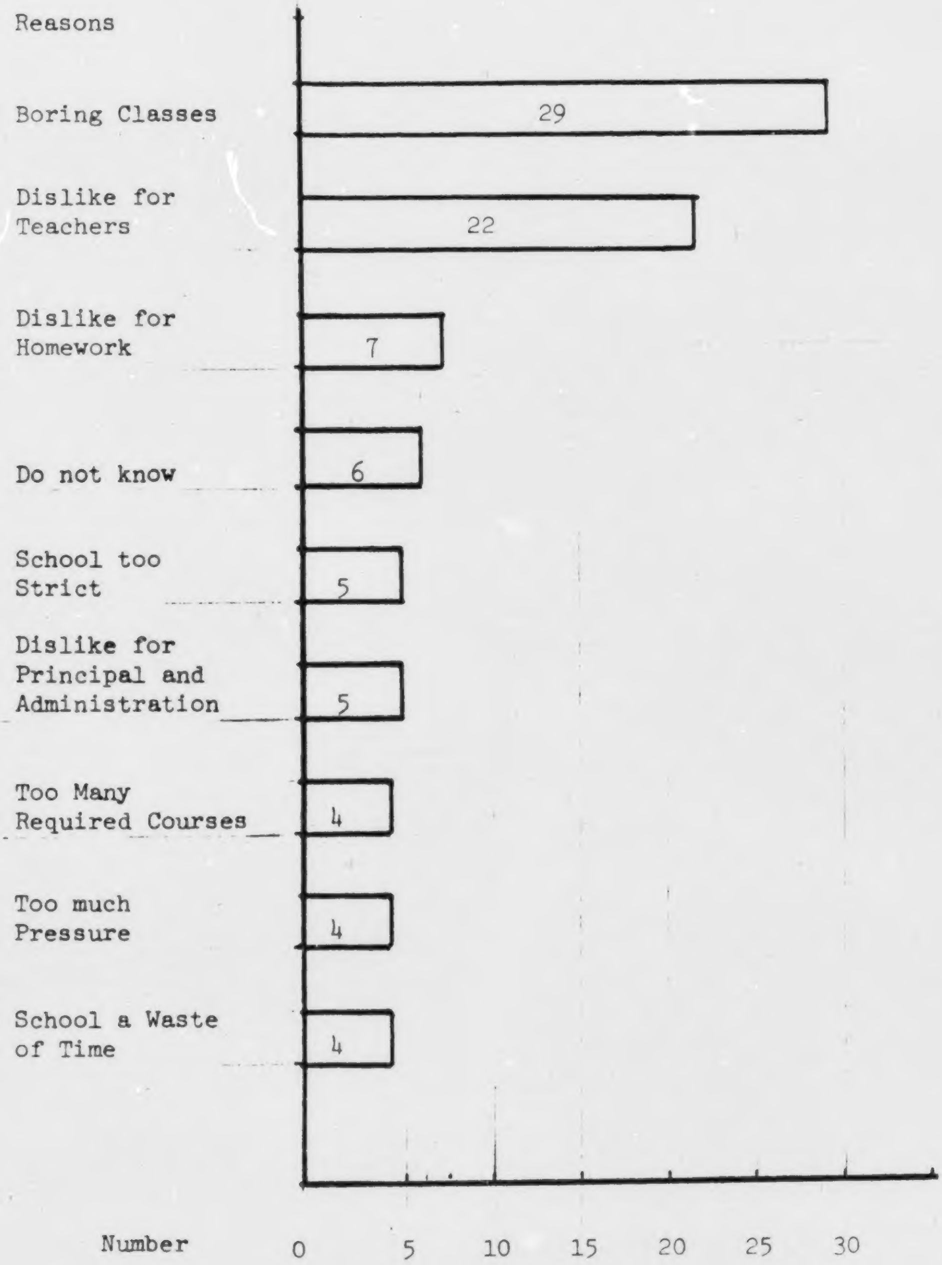
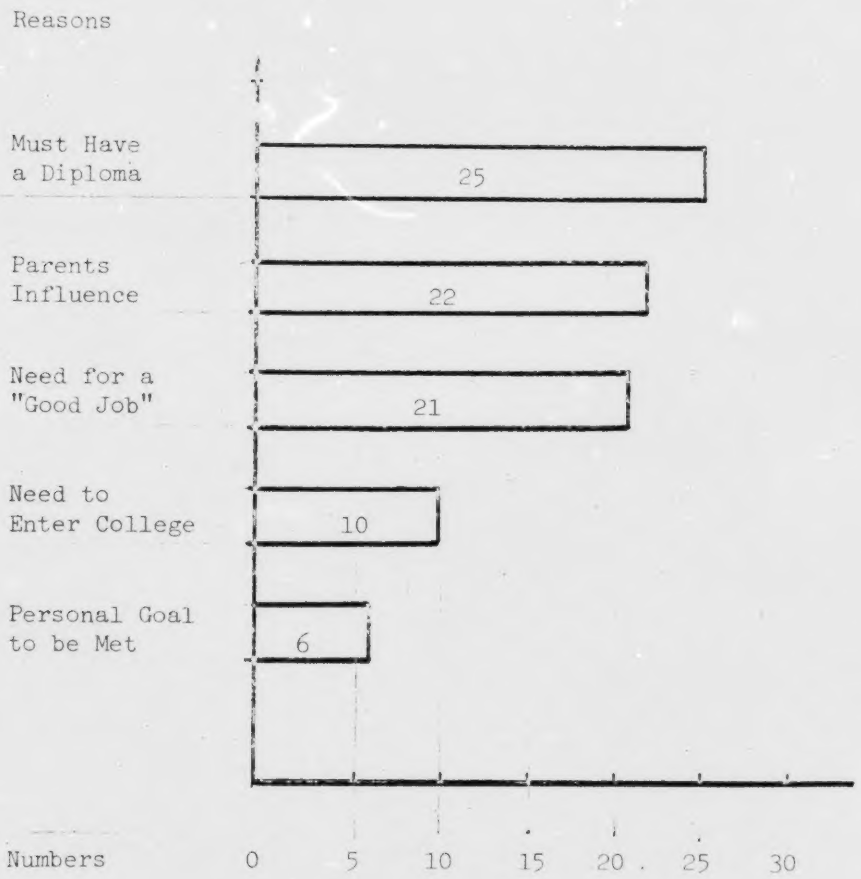


CHART XI

Reasons Why the Responding Graduates
From Carrollton High School
During 1964 Through 1973
Stayed in High School to Graduate



Six, "Decided I needed my education and I'm glad I did."

Seven, "I had a goal in life - in our lives we do many things we don't like to but it makes a better person of us if we accomplish them."

Eight, "Seeing my friends - play sports. I liked everything but some classes."

Nine, "Because I realized employment would be very hard to find without a diploma."

Ten, "I had guts. I wanted to make something of myself. With a high school education you can get a good paying job."

(For additional respondent feedback, refer to Appendix C. page 164 .)

Question No. 12. As you think back to your high school experiences, are there any comments you wish to make?

Table XVIII

Thoughts About High School as Expressed by
Responding Graduates From Carrollton High School
During 1964 Through 1973

Thoughts About High School	Number
Enjoyed School	102
Should have prepared more for a career	52
Teachers were helpful	43
Should have studied harder	37
Teachers were weak	27
School really did help	21
Extracurricular activities were important	21
Have more class offerings	21
Wish I were back	19
Counseling was weak	19

Table XVIII (continued)

Thoughts About High School	Number
Was the best time of life	17
Received a good education	14
Too much push to college	14
More discipline -- weak dress code	13
School was too easy	12

From Table XVIII, the following assumptions could possibly be made: A great many of the graduates enjoyed their high school experiences; many thought they should have studied harder and have prepared themselves more for a career; some thought teachers were helpful, that they received a good education, and that school really did help them; many respondents indicated that some teachers were weak, and counseling could have been better. (See Chart XII.)

The following statements expressed by the responding graduates could be helpful toward understanding how the respondents felt about Carrollton High School:

> One, "High school was fun and interesting. I really don't think you appreciate it though until after you have graduated."
>
> Two, "I found my biology and chemistry courses to be very useful and practical in relation to what I found in college. I feel that extracurricular involvement is essential in developing a well rounded personality."
>
> Three, "More and better counseling should have been available to each student so as to give them a correct insight into themselves and which fields of life they are best suited to go in to."
>
> Four, "My teachers were extremely patient in my senior year. My experiences in journalism and yearbook were helpful in meeting the public which I have used in later jobs."
>
> Five, "Definitely need to be more vocationally oriented. Find a way to provide actual job experiences for students before they leave school."

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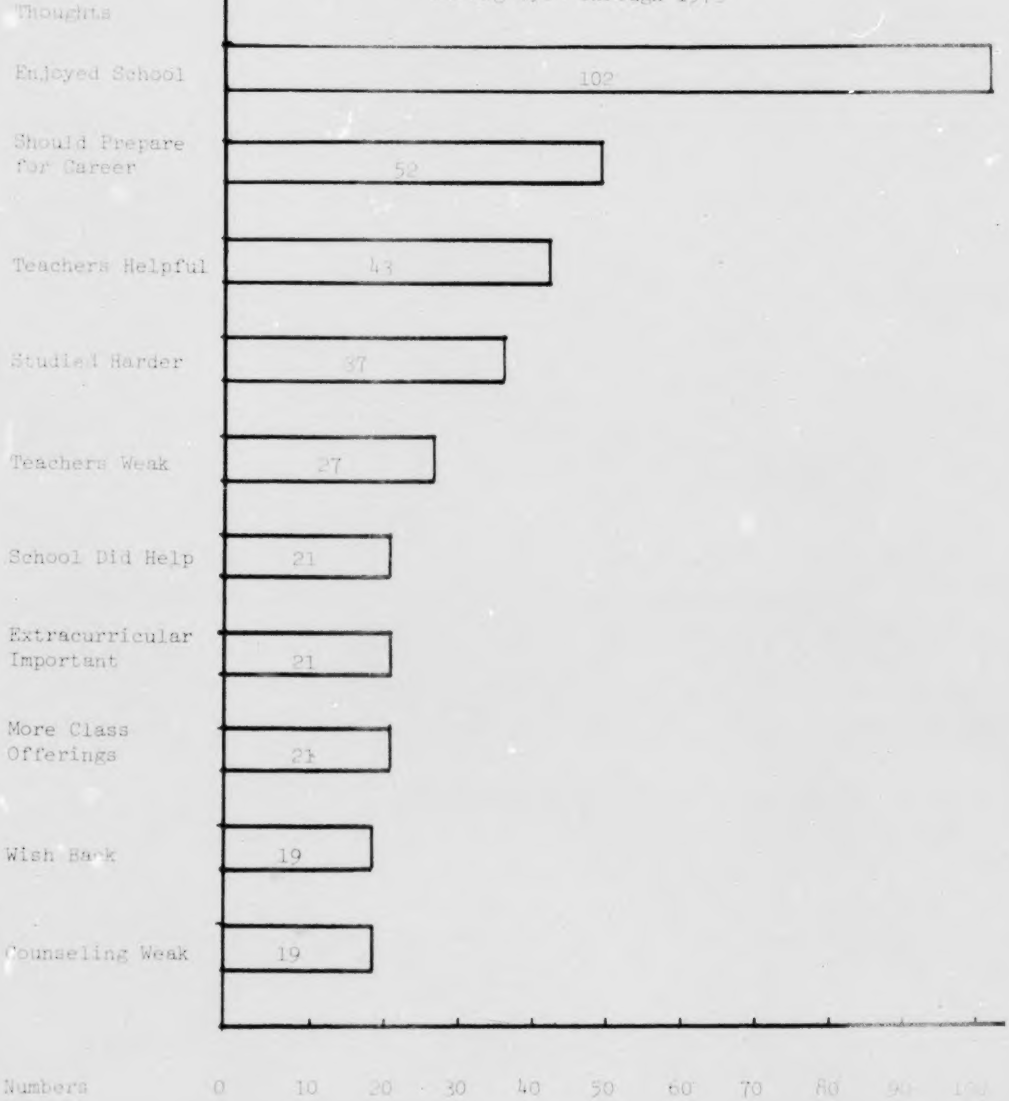
CHART XII

Thoughts About High School as Expressed by Responding Graduates From Carrollton High School During 1964 Through 1973



Six, "Being a cheerleader for 3 years I enjoyed sports. However, I felt sports were emphasized too much. Why not turn academic endeavors into group events such as more debate spectators and participants, and more science fairs."

Seven, "From the contacts I've had with other students and young people from high schools all over, I've found my high school experiences to be the most balanced and well rounded. It seemed to be a learning experience geared more to learning about life, people and living than a purely academic thing which in my opinion is the purpose of high school. I feel that this type of questionnaire format is a good idea to evaluate your curriculum. I hope you react to the responses you get. It's good to see a high school examining its curriculum."

Eight, "I think it was better when schools were stricter. Students seem to do anything they want to now. Such as dress behavior, etc. Some teachers I had were very good while others should not have been teaching the courses that they were."

Nine, "The English and grammar classes should be emphasized because of their importance in college and in just writing job applications."

Ten, "I think I received a good education and had a lot of fun at the same time."

Eleven, "Teachers were too lenient with students they need more authority!"

Twelve, "Considering the job I have I feel more discipline would have helped me greatly."

Thirteen, "Give students more selection, less restrictions, more opportunities for self-discipline. Have more "human type" teachers not lecture machines. Make classes interesting. Administrators should be more liberal and current in their thinking and their attitudes."

Fourteen, "Yes, for the most part it was fun. But without it I wouldn't be where I am today."

Fifteen, "Yes, I feel strongly that there should be more activities for black students and also more black studies and certainly more black teachers. I can say for myself Carrollton is a very nice school at attend but it did nothing for me."

Sixteen, "I am very successful in my career and life because of the standards and goals I set for myself when I was young and the kind of system and people at Carrollton are what got me here."

Seventeen, "Teachers are expected to help those who are unwilling to leave. Often this takes away from a student who is trying and eager to learn due to the amount of time spent on the indifferent. When I attended Carrollton, there were much fewer restrictions but now from what I hear it is a very confining atmosphere. Quit wasting money on people hired to keep students from skipping, if they're not old enough to realize how beneficial school is, let them leave. Don't force good students to tolerate those who just disrupt class."

Eighteen, "You only get out of high school what you put into it. That is why I feel my education really benefitted me. I could have never had the job I have now if it weren't for my high school education. Even though I worked hard, I never regretted it. I always enjoyed it."

Nineteen, "Schools should try to place students because if they don't go to college and try for a job they don't have any experience so most can't get a job."

Twenty, "I think that you shouldn't push people to go to college. I would have been better off taking mechanical type courses than college classes. Math classes help a great deal and knowledge about how the United States is run and helps to run a family."

(For additional respondent feedback, refer to Appendix C. pages 165-8.)

CHAPTER V

SUMMARY, IMPLICATIONS, CONCLUSIONS, AND RECOMMENDATIONS

Summary of the Study

The purpose of this follow-up study was to discover how adequately the curriculum of Carrollton High School had met the needs of all its graduates from 1964 through 1973. The Carrollton Board of Education authorized this study and charged the superintendent with its execution. One thousand and fifty-eight selected graduates of Carrollton High School were included in a normative survey which employed the questionnaire as the primary instrument and the telephone interview as the secondary instrument for gathering the desired data. A two paged questionnaire was developed, tested, and mailed. As a result of the mailed questionnaires and telephone interviews, answers were received from 640 people or 60.5 percent of the graduates. The received questionnaires were then coded, key punched, and processed. When the data was returned, selected levels of mathematical competency were implemented in order to secure the most accurate measurements possible from the data received. These results were then placed in table, chart, or figure form with appropriate explanation.

Implications of the Returns

The percentage of returns from the selected Carrollton High School graduates was slightly greater from the more recent graduates but not disproportionate enough to lead one to expect any significant bias in the returns. Similarly, there were no dominate age groups among the respondents which might cause a bias in the returns because of age predominance. No respondent was over thirty years of age.

At the time of this study, 46.4 percent of the respondents were married. Studies by Evans,[1] DeGraves,[2] and Mick[3] revealed that over 50 percent of the respondents were married while Osterhouse[4] found 45 percent of the responding graduates in his study were married. The responding graduates of this study reported that 2.3 percent of them were divorced. According to Fifield and Watson,[5] this was a low figure. Forty-nine percent of these graduates were single, and 2.3 percent were engaged. The almost equal percentage of married and single respondents would seem to create no bias due to imbalance of respondents relative to marital status.

Fifty-nine percent of the respondents in this study indicated that they were involved in postsecondary education or training while 41 percent were not. These percentages would seem to indicate that the responding Carrollton graduates tended to seek more postsecondary education or training than many other high school graduates. Less than 50 percent of the responding graduates in the studies by Shallies,[1] Valentine,[2] and Kuehl[3] sought advanced education or training of any kind. In the studies by DeGraves[4] and Pattison,[5] over 65 percent of the respondents were involved in advanced education or training experiences. Similarly, over 75 percent of the respondents in the studies by Oppenheimer and Kimball,[6] March,[7] and Sartorius[8] were seeking postsecondary education or training.

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[1] W. A. Evans, "Indianapolis Surveys Its High School Graduates," School Board Journal 102 (March 1941): 56.

[2] Fred J. DeGraves, "A Follow-Up Study of Shelby, Michigan High School Graduates for the Years 1951-58 Inclusive," (Master's thesis, Western Michigan University, 1959), pp. 64-71.

[3] Mary Louise Mick, "A Follow-Up Study of the Hemlock High School Graduating Class of 1966," (Master's thesis, Central Michigan University, 1971), pp. 7-22

[4] Jack Osterhouse, "Follow-Up Study of the Graduates of Arthur Hill Technical High School for the Years 1967, 1965, and 1963," (Master's thesis, Central Michigan University, 1969), pp. 6-55.

[5] Marvin Fifield and Larry E. Watson, A Follow-Up Study of Pocatello and Idaho Falls High School Graduates (Bethesda, Md.: ERIC Document Reproduction Service, ED 012 784, 1968), pp. 1-53.

In comparing the returns of the respondents in the studies by Sartorius,[9] Ash,[10] and DeGraves,[11] in which the respondents attended college, it can be observed that more respondents (29 percent) from Carrollton had or were attending a two year college and fewer respondents (26 percent) were or had been associated with a four year, degree granting, college or university.

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[1] Guy W. Shallies, "The Distribution of High School Graduates After Leaving School," School Review 21 (February 1913): 81-9.

[2] Bess Valentine, "How Are We Doing?," California Journal of Secondary Education 25 (April 1950): 205-6.

[3] Paul A. Kuehl, "A Follow-Up Study of the 1967 Graduates of Bullock Creek High School," (Master's thesis, Central Michigan University, 1971), pp. 15-71.

[4] Fred J. DeGraves, "A Follow-Up Study of Shelby, Michigan High School Graduates for the Years 1951-58 Inclusive," (Master's thesis, Western Michigan University, 1959), pp. 64-71.

[5] Daniel W. Pattison, "A Follow-Up Study Conducted to Determine if the Curriculum of the Beal City Schools is Meeting the Needs of Its Graduates," (Central Michigan University, 1968), pp. 32-75.

[6] Celia Oppenheimer and Ruth F. Kimball, "Ten-Year Follow-up of 1937 Graduates," Occupations 26 (January 1948): 228-34.

[7] Stanley R. March, "Pittsburgh Polls Its Graduates," N.E.A. Journal 53 (March 1964): 27.

[8] William S. Sartorius, A Follow-Up Study of Baltimore County High School Graduates, 1967 (Bethesda, Md.: ERIC Document Reproduction Service, ED 040 436, 1970), pp. 24-61.

[9] Ibid.

[10] Robert Douglas Ash, Sr., "A Follow-Up Study of the Graduates of Cadillac High School, Cadillac, Michigan 1960-62," (Specialist's thesis, Western Michigan University, 1963), pp. 20-67.

[11] Fred J. DeGraves, "A Follow-Up Study of Shelby, Michigan High School Graduates for the Years 1951-58 Inclusive," (Master's thesis, Western Michigan University, 1959), pp. 64-71.

Seventy-five percent of the responding Carrollton graduates who were engaged in postsecondary education or training did so in their home state of Michigan. Kuehl[1] found that over 75 percent of the respondents in his follow-up study also undertook postsecondary education and training in their home state. The two colleges, in the Carrollton area, Delta College and Saginaw Valley College, were selected by 49 percent of the respondents from Carrollton. Snepp,[2] in his study, reported almost identical responses to the Carrollton study with over 75 percent of the respondents attending postsecondary schools within their home state and 48 percent attending a college in their home community.

The employment of high school graduates can vary from one community to another and during different periods of time. The responding graduates in this study indicated that 97 percent of them had been employed since graduation. This was a very high response compared to the response received in a follow-up study by Hand[3] in which only 33 percent of the respondents had been employed. Some of the studies that reported high employment experiences by their responding graduates were Osterhouse[1] with 63 percent, Valentine[2] with 75 percent, and March[3] with 95 percent. None of the reviewed follow-up studies reported more postgraduate employment than Carrollton.

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[1] Paul A. Kuehl, "A Follow-Up Study of the 1967 Graduates of Bullock Creek High School," (Master's thesis, Central Michigan University, 1971), pp. 15-71.

[2] Daniel W. Snepp, "A Look at the 1957 Graduating Class," National Association of Secondary-School Principal's Bulletin 42 (May 1958): 136-40

[3] Harold C. Hand, "What Becomes of the Graduates of Illinois High Schools," Illinois Education 49 (Novebmer 1960): 107-8.

High school graduates remaining in their home community after graduating also vary from one community to another and during different periods of time. Eighty-seven percent of the respondents in this study indicated, through the location of their job, that they remained in the area of their home high school. Mueller[4] reported that 41 percent remained; Punke[5] and Pattison[6] both reported 33 percent; and Blunt[7] reported 75 percent of the respondents in their follow-up studies remained in the area of their home high school. It should be noted that the rural communities held fewer responding graduates than did the cities or towns. However, it was the metropolitan areas that retained the most former high school graduates. Because Carrollton is a part of the greater Saginaw Metropolitan Area, the 87 percent retention of former graduates in the area of their home high school was high but not outstanding.

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[1] Jack Osterhouse, "Follow-up Study of the Graduates of Arthur Hill Technical High School for the Years 1967, 1965, and 1963," (Master's thesis, Central Michigan University, 1969), pp. 6-55.

[2] Bess Valentine, "How Are We Doing?," California Journal of Secondary Education 25 (April 1950): 205-6.

[3] Stanley R. March, "Pittsburgh Polls Its Graduates," N.E.A. Journal 53 (March 1964): 27.

[4] A. D. Mueller, "A Vocational and Socio-Educational Survey of Graduates and Non-graduates of Small High Schools of New England," Genetic Psychology Monographs 11 (April 1929): 4.

[5] Harold H. Punke, "Migration of High School Graduates," School Review 42 (January 1934): 26-39.

[6] Daniel W. Pattison, "A Follow-Up Study Conducted to Determine if the Curriculum of the Beal City Schools is Meeting the Needs of Its Graduates," (Central Michigan University, 1968), pp. 32-75.

[7] Donald F. Blunt, "A Follow-Up of 1948-49-50 Graduates of St. Joseph High School," (Master's thesis, Western Michigan University, 1953), pp. 30-51.

The responding graduates indicated more graduates were employed in stenography, typing, and filing occupations than any other single field with 16 percent so employed. Sales-persons occupations accounted for 13 percent of the respondents' sphere of employment. Clerical and sales related occupations were held by 39 percent of the respondents. Professional occupations were held by 14 percent of the respondents, and 12 percent were performing jobs related to service organizations. Oppenheimer and Kimball[1] found clerical, sales, and kindred occupations the largest area of employment of the respondents in their study as did Krueger and Langan.[2] Because of the wide variety of job classification scales used by those engaged in follow-up studies, it is difficult to make direct comparisons, however, there seems to be considerable resemblance in all studies critiqued.

When questioned about the adequacy of their high school program, 70 percent of the respondents answered "yes." Twenty-four percent answered "no," while 6 percent did not know how adequate their high school education had been for them. The respondents to studies by Crawford,[3] and Ash[4] indicated a similar percentage of adequacy. The studies by

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[1] Celia Oppenheimer and Ruth F. Kimball, "Ten-Year Follow-Up of 1937 Graduates," Occupations 26 (January 1948): 228-34.

[2] Albert H. Krueger and Gregory Langan, "Evaluating the Curriculum," Clearing House 32 (April 1958): 480-4.

[3] Jane Elizabeth Crawford, "A Survey of High School Graduates of 1942," School Review 53 (January 1945): 44-9.

[4] Robert Douglas Ash, Sr., "A Follow-Up Study of the Graduates of Cadillac High School, Cadillac, Michigan 1960-62," (Specialist's thesis, Western Michigan University, 1959), pp. 64-71.

Stephan,[1] and Cramer[2] gave no percentages but indicated that the responding graduates were satisfied with their high school education.

Co-op courses were ranked as the most valuable by the respondents. They were followed by bookkeeping, business English, typing, chemistry, mathematics, shorthand, journalism, algebra, and psychology in that order of value to the respondents in relation to their postsecondary experiences. Responding graduates indicated in thirteen of the studies reviewed, that English was the most valuable subject they had taken while in high school. Follow-up studies by McDonald[3] and Patterson[4] did not list English as one of the most valuable high school subjects taken by the responding graduates. In some of the studies, the respondents indicated mathematics, business education, and science courses to be of value to them. On the other hand, foreign languages, physical education, some social science, and some science courses were listed as of little value to the respondents. Sometimes the responses of one study would contradict the responses to the same question in another study. These contradictions might be explained by the respondents in Shannon's[5] study who thought that good teachers and the way the material was presented was more important than the given subject.

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[1] Sharon Louise Stephan, "A Follow-Up Curriculum Study of the Graduates of Lakeview High School for the Years 1967, 1968, 1969, 1970," (Master's thesis, Central Michigan University, 1971), pp. 1-28.

[2] Buel B. Cramer, "Follow-Up High School Graduates," Occupations 18 (December 1939): 182-6.

[3] Thomas F. McDonald, Georgia's 1966 High School Graduates: A Self Portrait (Bethesda, Md.: ERIC Donument Reproduction Service, ED 029 316, 1969), pp. 14-51.

[4] Walter C. Patterson, "Why Do Young People Stay in High School?," Clearing House 29 (October 1954): 93-5.

[5] J. R. Shannon, "The Post-school Careers of High School Leaders and High School Scholars," School Review 37 (August 1929): 656-65.

The responding graduates in this study revealed that courses in psychology, auto shop, another foreign language, personal relations, advanced Algebra, co-op, bookkeeping, sociology, creative writing, and advanced mathematics should be added to the high school curriculum to help future graduates be better prepared for their postsecondary experiences. Studies made by Stephan,[1] Hyry,[2] and Ritter[3] reported similar requests from their responding graduates.

The responding graduates of this study reported that they did not believe extracurricular activities to have been beneficial to them; with 50 percent reporting "no," 40 percent "yes," and 10 percent "don't know." However, from the 40 percent who did indicate that extracurricular activities were beneficial, the following activities were listed in rank order of their value. Working on the yearbook was first, then student government, newspaper, cheerleading, class officers, dramatics, athletics, band, pep club, and subject area clubs completed the list of the most beneficial extracurricular activities as reported by the respondents. The studies by Crawford,[1] Patterson,[2] and DeGraves[3] revealed that the respondents, who thought extracurricular activities were beneficial, generally listed the same activities as did the Carrollton graduates.

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[1] Sharon Louise Stephan, "A Follow-Up Curriculum Study of the Graduates of Lakeview High School for the Years 1967, 1968, 1969, 1970," (Master's thesis, Central Michigan University, 1971), pp. 1-28.

[2] Helen McNitt Hyra, "A Follow-Up Study of the Graduates of Lincoln Consolidated High School, Ypsilanti, Michigan," (Master's thesis, The University of Michigan, 1951), pp. 1-47.

[3] Ed Ritter, "The Right Curriculum," Nations Schools 50 (November 1952): 48-50.

According to the responding graduates, their parents were influential in keeping the graduate in high school until graduation -- 50 percent of the responses indicated parental influence. Self motivation to remain in school was indicated from 33.5 percent of the responses. The returns seemed to point to the fact that little influence to stay in school until graduation came from outside the home. However, it was reported that teachers, friends, and counselors did influence some responding graduates to remain until graduation.

Of those graduates who responded, 81.5 percent indicated a positive attitude toward their high school educational experiences, and 15 percent expressed some negativism, while 3.5 percent had no opinion. Follow-up studies by Cramer,[4] Ramsay,[5] Fifield and Watson[6] reported the fact that most of the respondents were satisfied with their high school experiences.

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[1] Jane Elizabeth Crawford, "A Survey of High School Graduates of 1942," School Review 53 (January 1945): 44-9.

[2] Walter C. Patterson, "Why Do Young People Stay in High School?," Clearing House 29 (October 1954): 93-5.

[3] Fred J. DeGraves, "A Follow-Up Study of Shelby, Michigan High School Graduates for the Years 1951-58 Inclusive," (Master's thesis, Western Michigan University, 1959), pp. 64-71.

[4] Buel B. Cramer, "Follow-Up High School Graduates," Occupations 18 (December 1939): 182-6.

[5] Alfred C. Ramsay, "Are We Meeting the Needs of High School Students in the Lowest Quarter?," School Review 56 (December 1948): 606-10.

[6] Marvin Fifield and Larry E. Watson, A Follow-Up Study of Pocatello and Idaho Falls High School Graduates (Bethesda, Md.: ERIC Document Reproduction Service, ED 012 784, 1968), pp. 1-53.

From the random remarks made by the responding graduates, it may be possible to discover why some did not like their high school experiences and why some stayed in school to graduate. The two most often expressed reasons for disliking high school were boring classes and poor teachers. The remarks of one dissatisfied respondent seems to sum it up by saying, "Teachers and the same dull routine every day and memorizing things that were not important to me."

A few unhappy respondents did not know why they disliked high school. Four expressed dissatisfaction toward the curriculum. The remarks made by these respondents revealed, to some extent, why they stayed in school until graduation. For one thing, they expressed the need for a diploma in order to succeed in the economic world. Some respondents mentioned that they were influenced by their parents to stay in school for graduation. The respondents own self motivation seemed to be another factor. As one respondent stated, "I knew it was the right thing to do regardless of my feelings."

The responding graduates from Carrollton High School expressed a variety of thoughts about their high school and how the educational experiences offered by the school met their needs after graduation. The trend of the responses seemed to be favorable. These graduates stated that they had enjoyed their high school experiences, had encountered teachers who had been helpful, and that they had received a good education. Many respondents thought they should have studied harder and made better preparations for a postsecondary career. A number of those responding wished they were back in school, thought their high school days were the best time of their life and now realized that school really did help them become prepared for their posthigh school experiences. Some respondents stated that they had encountered some weak teachers and thought that more discipline was needed in the high school, while some said high school was too easy, and others stated that there was too much "push" for college. A few respondents thought more courses should have been available for students.

Conclusions

Conclusions were drawn as responses to the purposes of this study as stated in Chapter I. An analysis of the summarized data from this follow-up study would seem to indicate that the quality of education produced by the curriculum offered at Carrollton High School has met the needs, to a great extent, of the responding graduates as related to their postsecondary experiences. The data for the most part indicated that the respondents were satisfied with the educational program at their high school. They implied that no drastic educational changes were needed.

Specifically, it was possible to conclude that Carrollton High School had provided an adequate foundation for its graduates' postsecondary experiences. Inasmuch as 59 percent of the responding graduates had enrolled in college or had taken some form of advanced study and/or training, and inasmuch as 97 percent of these graduates had been employed since high school graduation, their high school seems to have provided an adequate foundation for their postsecondary experiences. To further strengthen this conclusion, 70 percent of those responding stated that their high school preparation was adequate for their postsecondary experiences.

This study also secured information about the graduates' postsecondary educational pursuits and job experiences. A number of the responding graduates attended a four year college or university, and the majority of these took courses in the field of education. Even more respondents pursued technical courses in a two year college or training program. The local institutions of higher education attracted a substantial majority of the respondents seeking postsecondary study or training.

A large number of the jobs (87 percent) held by the reporting graduates were in the local community. More respondents were employed in clerical and sales occupations followed by professional, technical, and managerial occupations than any other categories. Because of this concentration of graduate opportunities, education, and training in the local area, it can be concluded that the school must also be aware of the importance of the provincial nature of the graduate postsecondary climate.

This follow-up study did discover which aspects of the high school curriculum that the responding graduates thought had helped them most after graduation. High school courses in the field of business education were deemed to be the most beneficial to responding graduates, followed by courses in the fields of science and mathematics. The majority of these graduates reported that extracurricular activities were of no value to them in their postsecondary life experiences or activities.

From the information and comments obtained through this follow-up study, as reported by the responding graduates, very few changes need to be made to improve the high school's educational program. Some of the recommendations made by the respondents had already been added to the curriculum over the past few years. According to the respondents, it can be concluded that the weakest part of the high school program was in guidance counseling and teacher performance. In addition, respondents indicated that there was too much emphasis on college curriculum and not enough vocational pursuits.

Another purpose of this study was to determine who exerted the most influence on the graduate to remain in high school until graduation. The prime influence as reported by the responding graduates was the parents, followed by the respondents own desire or motivation to remain in high school until graduation. In only a few instances were any other forces involved in causing students to remain until graduation from high school.

The last purpose of the study was to find out, at least to some degree, why those students who disliked school remained to graduate. Again parental influence was an important factor, as was the known need of a diploma to get a "good job."

Recommendations

The implications and conclusions of this follow-up study seem to make it possible to offer the following recommendations in order to better prepare future graduates from Carrollton High School to meet the challenges of postsecondary life.

One, if it is desirable to have useful and meaningful course offerings in the Carrollton High School curriculum, then the following recommendations may be made. A faculty committee should be appointed to immediately review the feasibility of implementing into the curriculum the courses deemed necessary by the responding graduates. This committee should also attempt to strengthen the existing course offerings and to up grade or remove meaningless course offerings found in the high school curriculum. Appropriate use of students, former graduates, parents, and administrators on the above committee is highly recommended.

Two, inasmuch as a considerable number of responding graduates had remained in the community after graduation to work and study, the following recommendations may be made. A full time job placement counselor should be added to the high school staff in order to help graduates find employment. He should be intimately involved with the industrial and commerical enterprises and their job requrements. This service could be made available to the entire Carrollton Community.

One of the full time counselors could be assigned to work for the college placement of graduates at the local institutions and become fully knowledgeable about the available college course offerings. The counselor should have a personal and professional working relationship with placement officials and college department chairmen. He should be aware of the financial assistance opportunities the colleges have to offer high school graduates.

Three, if it is desirable to seriously consider the evaluation by former graduates concerning the effectiveness of Carrollton High School in all its educational responsibilities, then the following recommendations may be made. A follow-up study should be conducted again in not less than two or more than five years. The results should be implemented to improve the effectiveness of Carrollton High School in preparing future graduates to better meet the challenges of postsecondary life experiences. The value of the study and its complete explanation should be given to each future graduating class. With an understanding of the study by the graduates, it is hoped that a total response to the questionnaire will be obtained. In addition, knowing the reasons for the study should cause thoughtful and complete response to each question by the responding future graduates.

Four, if it is desirable to have extracurricular activities, even though more than 50 percent of the respondents indicated that such activities were of no known benefit to them, then the following recommendations may be made. The entire extracurricular program should be reviewed to determine how meaningful the current program is to the student body. A better, more structured extracurricular program could occur by having clubs and organizations supervised by only qualified staff members. These activities could be more closely related to actual student goals and selected careers.

Five, if counseling is useful in helping to better prepare graduates to meet postsecondary experiences then the following recommendations may be made. More counselors should be added to a district wide guidance department. Counselors should be placed in the middle school in order to begin early career guidance with students. When student loads indicate, an additional counselor should be available at the high school. The results of this and future follow-up studies could be used as a tool in counseling future graduates.

Six, inasmuch as the retention of high school graduates was, according to the respondents, due to the influence of their parents and their own motivation, then the following recommendation may be made. A parent-student-staff council should be formed to explore ways these three groups can cooperate to foster student retention in high school until graduation.

Seven, if teacher performance is weak, as reported by responding graduates, then the following recommendations may be made. An in-depth in-service training program for teachers should be undertaken. Total staff, departmental, and individual in-service programs should be considered as possible means of improving teacher performance.

Eight, if it is desirable to meet the needs of the largest single group of responding graduates, who are employed in the field of education, then the following recommendations may be made. The present teacher-aide program involving students should be upgraded with as many students involved as possible. It also seems advisable to form and implement a cadet-teaching program at the high school.

Nine, if it is desirable to link classroom curriculum to postsecondary life experiences, then the following recommendation may be made. In-service training for career education should be implemented.

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APPENDIXES

APPENDIX A

1. Questionnaire Construction

FOLLOW-UP STUDY OF CARROLLTON HIGH SCHOOL GRADUATES

Note: It is not necessary that you sign your name to this questionnaire, but you may if you so desire.

1. In what year did you graduate from Carrollton High School? ________

2. Your age ________

3. Sex Male ( ) Female ( )

4. Married Yes ( ) No ( ) Other ____________________

5. Are you now attending or have you, since graduation, attended any type of school? Yes ( ) No ( )

   Name of school or schools ____________________

   ____

   What are or were your areas of study or training? ________

   ____

6. Are you now, or have you been since graduation, employed?

   Yes ( ) No ( ) If "Yes" list name and address of employer or employers.

Name	Address	Date of Employment
________	________	________
________	________	________
________	________	________
________	________	________

7. What kind of work do or did you do? ____________________

   ____

   ____

   ____

8. What was your major reason for changing jobs? ______________________

____

____

9. Was your high school education adequate for you in relation to your work or study? Yes ( ) No ( ) Don't know ( )

If "Yes", what course or courses were most helpful? List in order of importance. a. __________ b. ____________ c. ______________

d. ____________ e. ________________ f. _______________

If "No", what course or courses do you feel should have been offered in order to make you better prepared for your chosen work: a. ______________ b. _______________ c. _____________

10. Did extracurricular activities benefit you in your work or study? Yes ( ) No ( ) Don't know ( ) If "Yes", what activities were most helpful? List in order of importance. a. _______________

b. ______________ c. _______________ d. ___________________

11. Who was most influential in your staying in school? Parents ( ) Friends ( ), Counselors ( ), Teachers ( ), Others ________________

12. Did you like going to school? Yes ( ) No ( ) Don't know ( )

If "No", what caused you to dislike attending school? _______________

____

____

If "No", why then did you stay in school to graduate? _______________

____

____

13. Did the guidance office provide you with career, vocational, job, and college information while you were in school? Yes ( ) No ( ) Don't know ( )

14. As you think back to your high school experiences, are there any comments you wish to make? ______________________________

____

____

FOLLOW-UP STUDY OF CARROLLTON HIGH SCHOOL GRADUATES
1964-1973

Note: It is not necessary that you sign your name to this questionnaire, but you may if you so desire.

1. In what year did you graduate from Carrollton High School? ______________________

2. Your age ______________

3. Sex Male ( ) Female ( )

4. Married Yes ( ) No ( ) Other ________________

5. Are you now attending or have you, since graduation, attended any type of school? Yes ( ) No ( )

   Name of school or schools ______________________

   ____

   What are or were your areas of study or training? ______

   ____

6. Are you now, or have you been, since graduation, employed? Yes ( ) No ( ) If "Yes" list name and address of employer or employers.

Name	Address	Date of Employment
______________	______________	__________
______________	______________	__________
______________	______________	__________
______________	______________	__________

7. What kind of work do or did you do? ________________

   ____

   ____

   ____

8. Was your high school education adequate for you in relation to your work or study? Yes ( ) No ( ) Don't know ( )
If "Yes", what course or courses were most helpful? List in order of importance. a. ________ b. ________ c. ________
d. ________ e. ________ f. ________
If "No", what course or courses do you feel should have been offered in order to make you better prepared for your chosen work? a. __________ b. __________ c. __________

9. Did extracurricular activities benefit you in your work or study? Yes ( ) No ( ) Don't know ( ) if "Yes", what activities were most helpful? List in order of importance
a. __________ b. __________ c. __________ d. __________

10. Who was most influential in your staying in school?
Parents ( ) Friends ( ) Counselors ( ) Teachers ( )
Others ____

11. Did you like going to school?Yes ( ) No ( ) Don't know ( )
If "No", what caused you to dislike attending school?______
____
____
If "No", why then did you stay in school to graduate? _____
____
____

12. As you think back to your high school experience, are there any comments you wish to make? ____________________________
____
____
____

carrollton public schools

FOLLOW-UP STUDY OF CARROLLTON HIGH SCHOOL GRADUATES 1964-1973

Note: It is not necessary that you sign your name to this questionnaire, but you may if you so desire.

1. In what year did you graduate from Carrollton High School?
____

2. Your age ______________

3. Sex Male ( ) Female ( )

4. Married Yes ( ) No ( ) Other ______________________

5. Are you now attending or have you, since graduation, attended any type of school? Yes ( ) No ( )

Name of school or schools ______________________________
____

What are or were your areas of study or training? __________
____

6. Are you now, or have you been, since graduation, employed? Yes ( ) No ( ) If "Yes" list name and address of employer or employers.

Name	Address	Date of Employment

7. What kind of work do or did you do? ______________________
____
____

8. Was your high school education adequate for you in relation to your work or study? Yes ( ) No ( ) Don't know ( )

If "Yes", what course or courses were most helpful? List in order of importance. a. ________ b. ________ c. ________

d. ________ e. ________ f. ________

If "No", what course or courses do you feel should have been offered in order to make you better prepared for your chosen work? a. ________ b. ________ c. ________

9. Did extracurricular activities benefit you in your work or study? Yes ( ) No ( ) Don't know ( ) if "Yes", what activities were most helpful? List in order of importance.

a. ________ b. ________ c. ________ d. ________

10. Who was most influential in your staying in school?

Parents ( ) Friends ( ) Counselors ( ) Teachers ( )

Others ________________________________

11. Did you like going to school? Yes ( ) No ( ) Don't know ( )

If "No", what caused you to dislike attending school? ____

____

____

If "No", why then did you stay in school to graduate? ____

____

____

12. As you think back to your high school experience, are there any comments you wish to make? ________________

____

____

____

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public
schools

Telephone (517) 754-1475
510 Mapleridge
Carrollton, Michigan 48724

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Jerry R. Seemann
Ass't Elementary School Principal
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Special Education Director

October, 1973

Dear Graduate:

The Carrollton Board of Education, administration, and staff wish to encourage you to participate in a study of all the graduates from Carrollton High School beginning with the first class in 1964 and including the 1973 graduates.

Within the next week or ten days, you will be receiving a questionnaire from Mr. Harold D. Ellsworth, the principal of Carrollton High School. You are urged to answer as many of the questions as you can and return the questionnaire in the enclosed self-addressed and stamped envelope.

Your contribution, by responding to the questionnaire, may make it possible for Carrollton High School to offer better educational opportunities to future graduates.

We hope you will be watching the mail for your questionnaire and we thank you for your help in making this study a success.

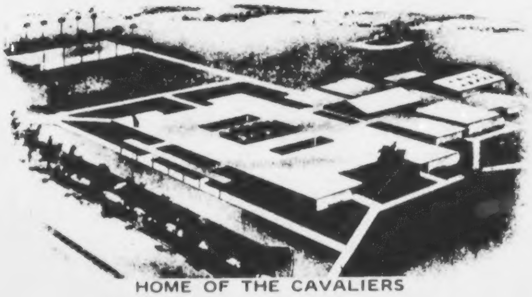
Sincerely,

Robert D Ash

Robert D. Ash, Sr.
Superintendent

RDAms

carrollton high school



Harold Ellsworth, Principal Telephone (517) 753-3433
1235 Mapleridge Saginaw, Michigan 48604

November, 1973

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Dear Graduate:

About a week ago, our Superintendent, Mr. Robert Ash, Sr., wrote to you asking for your assistance in a follow-up study of the graduates of Carrollton High. This survey is being conducted with all ten of our graduating classes.

Personally, I am excited about this survey. We think that by asking former graduates from Carrollton how beneficial their high school experiences were, it will be possible for us to improve the educational opportunities for future graduates.

By answering the questions on the enclosed questionnaire, you will help us to know:

1. Which high school classes or activities were most helpful.
2. Which classes or activities were least helpful.
3. Your activities since your graduation and how you feel now about your high school days.

You can help us, just fill out and return the enclosed questionnaire. The data you provide will be used to benefit Carrollton High School.

Sincerely,

Harold D. Ellsworth

Harold D. Ellsworth
Principal

HDEgc

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carrollton public schools

FOLLOW-UP STUDY OF CARROLLTON HIGH SCHOOL GRADUATES
1964-1973

Note: It is not necessary that you sign your name to this questionnaire, but you may if you so desire.

1. In what year did you graduate from Carrollton High School?
____

2. Your age ______________________

3. Sex Male ( ) Female ( )

4. Married Yes ( ) No ( ) Other ______________________

5. Are you now attending or have you, since graduation, attended any type of school? Yes ( ) No ( )

   Name of school or schools ______________________________
   ____

   What are or were your areas of study or training? __________
   ____

6. Are you now, or have you been, since graduation, employed? Yes ( ) No ( ) If "Yes" list name and address of employer or employers.

Name	Address	Date of Employment

7. What kind of work do or did you do? ______________________
____
____

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8. Was your high school education adequate for you in relation to your work or study? Yes ( ) No ( ) Don't know ( ) If "Yes", what course or courses were most helpful? List in order of importance. a. ________ b. ________ c. ________ d. ________ e. ________ f. ________

If "No", what course or courses do you feel should have been offered in order to make you better prepared for your chosen work? a. ________ b. ________ c. ________

9. Did extracurricular activities benefit you in your work or study? Yes ( ) No ( ) Don't know ( ) If "Yes", what activities were most helpful? List in order of importance. a. ________ b. ________ c. ________ d. ________

10. Who was most influential in your staying in school? Parents ( ) Friends ( ) Counselors ( ) Teachers ( ) Others ________________

11. Did you like going to school? Yes ( ) No ( ) Don't know ( ) If "No", what caused you to dislike attending school? ________

____

____

If "No", why then did you stay in school to graduate? ________

____

____

12. As you think back to your high school experience, are there any comments you wish to make? ________________

____

____

____

2. Telephone Interview Scripts

One, "Hello, I am John Wahr/Charles Brown from Carrollton High School. I would like to speak with Mr./Mrs.______________."

"Mr./Mrs. ________________ is not here."

"When do you expect her?"

"In about an hour."

"Thank you. I will call him/her then."

Two, "Hello, I am ____________________ from Carrollton High I would like to speak with Mr./Mrs. __________________."

"One moment please!"

"Hi _____________, this is ___________ from Carrollton High School. The reason I am calling is to discover if you received the follow-up questionnaire sent to you a short time ago from Carrollton High School. Did you receive it?"

"Yes."

"Have you returned it?"

"No."

"I know how busy you probably are, but I would appreciate it very much if you would at this time answer the questions as they appear on the questionnaire. Before I begin, do you have about 5 minutes to answer the questions at this time or would you prefer that I call back at a later time?"

"I can do it now."

"Fine, let's begin. What year did you graduate from Carrollton High School?"

"Thank you for answering these questions. Good day."......... or a short topical discussion.

Three, "Hello, I am ________________ from Carrollton High School. I would like to speak with Mr./Mrs. ________________."

"This is she."

"Hi ______________. The reason I am calling is to discover if you received the follow-up questionnaire sent to you a short time ago from the high school. Did you receive it?"

"Yes."

"Have you returned it?"

"No."

"I know how ...."

Four, "Hello, I am ________________ from Carrollton High School. I would like to speak with Mr./Mrs. ________________."

"This is she. /One moment please!"

"Hi ______________. The reason I am calling is to discover if you received the follow-up questionnaire sent to you a short time ago from the high school. Did you receive it?"

"No."

"In that case, I would like to briefly explain the questionnaire to you. Carrollton High School is conducting a study of all the graduates starting with the Class of 1964 and including the Class of 1973. The purpose of the study is to find out how useful your high school experiences were in relation to your work or study. I know how busy you probably are but I would appreciate it very much if you would, at this time, answer the questions as they appear on the questionnaire. Before I begin, do you have about five or ten minutes to answer the questions at this time or would you prefer that I call back at a later time?"

"I can do it now./I'm sorry but I am busy now."

"Fine, then let us begin./Well then, could I call you tomorrow?"

"That would be fine."

"What about _________ o'clock?"

"That would be all right."

"Thank you very much and I will call you then. Goodbye."

Five, "Hello, I am ____________ from Carrollton High School. I would like to speak with Mr./Mrs.______________________________."

"This is she/One moment please."

"Hi _________. The reason I am calling is to discover if you received the follow-up questionnaire sent to you a short time ago from the high school. Did you receive it?"

"Yes, I did."

"Have you returned it?"

"No."

"In that case, may I save you the trouble of mailing it by anwering the questions over the phone?"

"All right/No."

"Before I begin, do you have about ten minutes to answer the questions at this time or would you prefer that I call back at a later time?"

"I would rather not complete the questionnaire over the phone."

"That would be fine. We would appreciate your returning the completed questionnaire at your convenience. Goodbye."

3. Processing Response Cards

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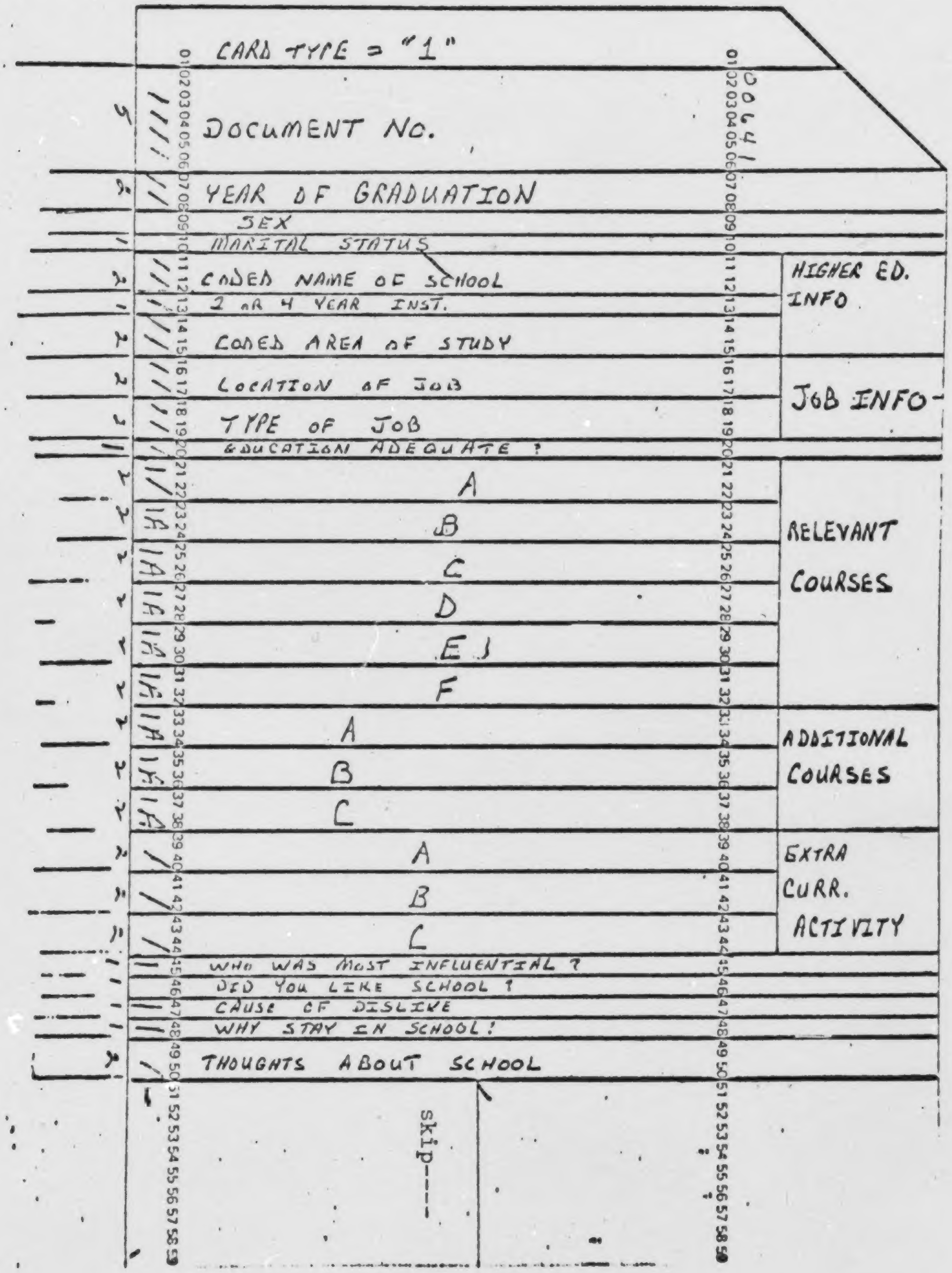
Response Card #1


CARD TYPE = "1"
DOCUMENT NO.
YEAR OF GRADUATION
SEX
MARITAL STATUS
CODED NAME OF SCHOOL
2 OR 4 YEAR INST.
HIGHER ED. INFO
CODED AREA OF STUDY
LOCATION OF JOB
TYPE OF JOB
JOB INFO
EDUCATION ADEQUATE ?
A
B
C
D
E
F
RELEVANT COURSES
A
B
C
ADDITIONAL COURSES
A
B
C
EXTRA CURR. ACTIVITY
WHO WAS MOST INFLUENTIAL ?
DID YOU LIKE SCHOOL ?
CAUSE OF DISLIKE
WHY STAY IN SCHOOL!
THOUGHTS ABOUT SCHOOL
skip----

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Response Card #2

Additional Colleges and or Jobs

1	CARD TYPE = "2"	
5	DOCUMENT NO.	
1	SKIP	
2	CODED NAME OF SCHOOL	HIGHER ED INFO
1	2 OR 4 YEAR INST.	
3	CODED AREA OF STUDY	
2	LOCATION OF JOB	JOB INFO
2	TYPE OF JOB	
	SKIP	
2	ADDITIONAL THOUGHTS ABOUT SCHOOL	
skip		

APPENDIX B

QUESTIONNAIRE CODING SYSTEM

1. School - College - Tech School Codes

01	Delta
02	Saginaw Valley College
03	Tri-City Beauty College
04	Saginaw O.C.O.
05	Central Michigan University
06	Ferris State College
07	Michigan State University
08	University of Michigan
09	Western Michigan University
10	General Motors Institute
11	C.T.I. (Correspondence Course)
12	Northern Michigan University
13	Adrian College
14	Lincoln Institute (Home Study)
15	Business School - I.B.M.
16	Type Setting School (8 Weeks)
17	Armed Forces School
18	Hurley Hospital School of Nursing
19	Lansing Community College
20	Gulf Coast Community College
21	Miami-Dade Jr. College
22	Valapariso University
23	University of Virginia
24	Ohio Institute of Technology
25	Murray State University
26	Xavier University
27	Duke University
28	Ohio State University
29	University of Maryland
30	Lawrence Institute
31	Niagara County Community College
32	Tech School
33	Cleveland Institute of Electronics
34	Devry Institute of Technology
35	University of Kentucky
36	Paducah Jr. College
38	University of Toledo
39	Eastern Michigan University
40	Saginaw Business Institute
41	Northwood Institute
42	Portland College
43	Michigan Tech University
44	Southern Illinois University
45	Victor Better Bus. Institute

46	Monterey Peninsula College
47	McConnell Airline School
48	Texas University
49	Genesee Community College
50	Henry Ford Community College
51	Spring Arbor College
52	Kalamazoo College
53	Wayne State University
54	University of South Florida
55	Curry Institute
56	Central Bible College
57	Aquinas College
58	Albion College
59	Alpena Community College
60	Olivet College

2. Area of Study - Training Codes

01	Elementary Education
02	Secondary Education
03	Special Education
04	Industrial Education
05	Liberal Arts
06	Local High School (Night School)
07	Recreation
08	Psychology
09	Science
10	English
11	Chemistry
12	Math
13	Accounting
14	Bookkeeping
15	Electronics
16	Journalism
17	Engineering
18	Social Sciences
19	Foreign Language
20	Court Reporting
21	Data Processing
22	Medical Assistant (Tech)
23	Law Enforcement
24	Dental Assistant
25	General
26	Pre-Medical - Public Health
27	Cosmetology
28	Political Science
29	Finance
30	Business
31	Secretarial
32	Comp - I.B.M.
33	Printing
34	Retailing
35	Pattern Maker
36	Industrial Supervision

37 Construction

38 Sheet Metal

39 Millwright

40 Nursing

41 Truck Driver

42 Tool & Die Maker

43 X-ray Technician

45 Business Administration

46 Agriculture Business

47 Stewardess

48 Glass Glazier

49 Art - Music

50 Philosophy

51 Architecture

52 Ministry

53 Marketing

54 Hotel & Restaurant Management

55 Radio - TV

56 Wildlife Management

57 Public Affairs

58 Pre-Dental

3. Geographical Classifications Codes

01 Metropolitan Saginaw

02 Saginaw, Midland & Bay Counties (Tri-City Area)

03 Southeastern Michigan

Clinton
Genesee
Gratiot
Hillsdale
Huron
Ingham
Jackson
Lapeer
Lenawee
Livingston
Macomb
Monroe
Washtenaw
Oakland
Sanilac
St. Clair
Shiawasee
Tuscola
Wayne

04 Southwestern Michigan

Allegan
Barry
Berrian
Branch
Calhoun
Cass
Eaton
Ionia
Kalamazoo
Kent
Montcalm
Muskegon
Ottawa
St. Joseph
Van Buren

05 Northeastern Michigan

Alcona
Alpena
Arenac
Cheboygan
Clare
Crawford
Gladwin
Iosco
Isabella
Montmorency
Ogemaw
Oscoda
Otsego
Presque Isle
Roscommon

06 Northwestern Michigan

Antrim
Benzie
Charlevoix
Emmet
Grand Traverse
Kalkaska
Lake
Leelanau
Manistee
Mason
Wexford
Mecosta
Missaukee
Newaygo
Oceana
Osceola

07 Michigan Upper Peninsula

Alger
Baraga
Chippewa
Delta
Dickinson
Cogebic
Houghton
Iron
Luce
Mackinac
Marquette
Menominee
Ontonago
Schoolcraft

08 Northeastern United States

Connecticut
Delaware
Maine
Maryland
Massachusetts
New Hampshire
New Jersey
New York
Pennsylvania
Rhode Island
Vermont
Virginia
Washington, D. C.
West Virginia

09 Southeastern United States

Alabama
Arkansas
Florida
Georgia
Louisana
Mississippi
Texas
North Carolina
South Carolina
Tenessee

10 North Central United States

Illinois
Indiana
Iowa
Kansas
Kentucky
Minnesota
Missouri
Nebraska
North Dakota
Ohio
South Dakota
Wisconsin

11 Northwestern United States

Idaho
Montana
Oregon
Washington
Wyoming

12 Southwestern United States

Arizona
California
Colorado
Nevada
New Mexico

13 Armed Forces

4. Occupational Categories, Divisions, and Groups

Occupational Categories

0)	
1)	Professional, technical, and managerial occupations
2	Clerical and sales occupations
3	Service occupations
4	Farming, fishery, forestry, and related occupations
5	Processing occupations
6	Machines trades occupations
7	Bench work occupations
8	Structural work occupations
9	Miscellaneous occupations

Professional, Technical, and Managerial Occupations

00	Occupations in architecture
01	Occupations in engineering
02	Occupations in mathematics and physical sciences
04	Occupations in life sciences
05	Occupations in social sciences
07	Occupations in medicine and health
09	Occupations in education
10	Occupations in museum, library, and archival sciences
11	Occupations in law and jurisprudence
12	Occupations in religion and theology
13	Occupations in writing
14	Occupations in art
15	Occupations in entertainment and recreation
16	Occupations in administrative specializations
18	Managers and officials, n.c.c.
19	Miscellaneous professional, technical, and managerial occupations

Clerical and Sales Occupations

20	Stenography, typing, filing, and related occupations
21	Computing and account-recording occupations
22	Material and production recording occupations
23	Information and message distribution occupations
24	Miscellaneous clerical occupations
25	Salesmen, services
27	Salespersons
27	Commodities
29	Merchandising occupations, except salesmen

Service Occupations

30 Domestic service occupations
31 Food and beverage preparation and service occupations
32 Lodging and related service occupations
33 Barbering, cosmetology, and related service occupations
34 Amusement and recreation service occupations
35 Miscellaneous personal service occupations
36 Apparel and furnishings service occupations
37 Protective service occupations
38 Building and related service occupations

Farming, Fishery, Forestry, and Related Occupations

40 Plant farming occupations
41 Animal farming occupations
42 Miscellaneous farming and related occupations
43 Fishery and related occupations
44 Forestry occupations
45 Hunting, trapping, and related occupations
46 Agricultural service occupations

Processing Occupations

50 Occupations in processing of metal
51 Ore refining and foundry occupations
52 Occupations in processing of food, tobacco and related products
53 Occupations in processing of paper and related materials
54 Occupations in processing of petroleum, coal, natural and manfactured gas, and related products
55 Occupations in processing of chemicals, plastics, synthetics, rubber, paint, and related products
56 Occupations in processing of wood and wood products
57 Occupations in processing of stone, clay, glass, and related products
58 Occupations in processing of leather, textiles, and related products
59 Processing occupations, n.e.c.

Machine Trades Occupations

60 Metal machining occupations
61 Metalworking occupations, n.e.c.
62 Mechanics
63 Machinery repairmen
64 Paperworking occupations
65 Printing occupations
66 Wood machining occupations
67 Occupations in machining stone, clay, glass, and related materials
68 Textile occupations
69 Machine trades occupations, n.e.c.

Bench Work Occupations

70	Occupations in fabrication, assembly, and repair of metal products
71	Occupations in fabrication and repair of scientific and medical apparatus, photographic and optical goods, watches, and clocks and related products
72	Occupations in assembly and repair of electrical equipment
73	Occupations in fabrication and repair of products made from assorted materials
74	Painting, decorating, and related occupations
75	Occupations in fabrication and repair of plastics, synthetics, rubber, and related products
76	Occupations in fabrication and repair of wood products
77	Occupations in fabrication and repair of sand, stone, clay, and glass products
78	Occupations in fabrication and repair of textile, leather, and related products
79	Bench work occupations

Structural Work Occupations

80	Occupations in metal fabricating
81	Welders, flame cutters, and related occupations
82	Electrical assembling, installing, and repairing occupations
84	Painting, plastering, waterproofing, cementing, and related occupations
85	Excavating, grading, paving, and related occupations
86	Construction occupations
89	Structural work occupations

Miscellaneous Occupations

90	Motor freight occupations
91	Transportation occupations
92	Packaging and materials handling occupations
93	Occupations in extraction of minerals
94	Occupations in logging
95	Occupations in production and distribution of utilities
96	Amusement, recreation, and motion picture occupations
97	Occupations in graphic art work

5. Courses Offered or Needed Codes

01	General
02	Speech
03	Journalism
04	Grammar
05	English
06	General English
07	Creative Writing
08	Communication Skills
09	Math
10	Algebra

11	General Math
12	Geometry
13	Business (General)
14	Typing
15	Business English
16	Business Math
17	Shorthand
18	Filing
19	Business Machines
20	Physical Education
21	Co-op
22	Data Processing
23	Bookkeeping
24	Great Novels
25	Chemistry
26	Biology
27	Science
28	Physics
29	Psychology
30	Research & Report
31	Government
32	Economics
33	Sociology
34	American History
35	Shop
36	Plastics
37	Electricity
38	Power
39	Heating Repair
40	Air Conditioning
41	Refrigeration
42	Business Law
43	Sales
44	Marketing
45	More Counseling
46	Band - Music
47	French
48	Literature
49	Foreign Language
50	Drafting
51	Blue Print
52	Foundry
53	Home Economics
54	Social Science
55	World History
56	Personal Relations
57	Art
58	Graphic Arts
59	Industrial Arts
60	Child Care
61	Office Practice
62	Electronics
63	Spelling Class
64	Family Living

65	Retailing
66	Truck Driving
67	Vocational Education
68	Triginometry
69	Descriptive Geometry
70	Accounting
71	Reading
72	Calculus
73	Geography
74	Auto Shop
75	Advanced Shorthand
76	Public Relations
77	Music Theory
78	Purchasing
79	Land & Water Management
80	Study Techniques
81	Composition
82	Business Law
83	Welding
84	Anatomy
85	Physiology

6. Extracurricular Activities Codes

01	Student Council
02	Cheerleading
03	Athletics
04	Dramatics
05	Speech
06	Newspaper
07	Band
08	Yearbook
09	Majorettes
10	Youth Council
11	Class Officers
12	Co-op Club
13	Courtier's Club
14	Library Club
15	Clubs
16	Exchange Student
17	Teacher Assistant (aide)
18	Future Teachers
19	Choir
20	Industrial Arts Club
21	Class Activities
22	Nursing Club
23	Business Club
24	Ski Club
25	Athletic Club
26	Dances
27	Pep Club
28	Bio-Phy-Chem Club

30	Art Club
31	Boy Scouts
32	Swimming Club
33	Debate
34	Social Functions

7. Who Influenced You to Stay in School Codes

05	Myself
06	Brother
07	No one
08	Draft Board
09	Fiance
10	Employer
11	Did not like manual work
12	High School Principal
14	Pastor
15	Husband
16	Grandparents

8. Caused You to Dislike School Codes

01	Boring classes - did not like it
02	Too many required courses
03	Parent on school board
04	Got into too much trouble
05	Teachers
06	Homework
07	Classes not challenging
08	Students
09	Never stood up for rights
10	Principal - no good
11	Waste of time
12	Just having to go
13	Too much time spent on sports and social activities
14	Whites unfair
15	Pressure
16	Authorities too bossy
17	No discipline in classroom
18	Family problems
19	No freedom - too much discipline
20	Getting up in morning

9. Why Did You Stay Codes

01 Teachers - need for school
02 Friends - need for school
03 Must be done - had to have diploma
04 Needed for good job
05 Parents - influence
06 Personal goal - make something of self
07 Just to graduate
08 Needed a diploma to go to college
09 Needed diploma & sports

10. Thoughts About High School Codes

01 Enjoyed school
02 Teachers helpful
03 Best time life - like to go back
04 Classes should have more activities
05 No comment
06 Teachers cater to "A" students
07 Dress code too strict.
08 Wish could start over
09 Administration fouled up
10 Extra curricular activities very important
11 Weak Grammar - English
12 Wish I were back
13 Athletics made school interesting
14 More industrial courses needed
15 School too easy
16 Need more class offerings
17 Counseling weak
18 Should have studied harder
19 Too much push to college
20 Need more family living courses
21 Should prepare for career more
22 Some courses not needed
23 Teachers weak
24 School did help
25 Take "tough" courses - go to college
26 Community supports school
27 More personal attention to students
28 School moral standards lower
29 Add reading courses
30 More business courses
31 No respect for staff
32 Leisure time courses

33 Needs to help minority student

34 More college prep courses

35 Make vocational ed courses tougher

36 More "open" staff - more discussion

37 Inform community more about school

38 More discipline-dress code weak

39 More extracurricular activities - girls

40 Glad - out

41 More cultural courses

42 Teacher pressure

43 Should listen to parents and teachers

44 Teacher favoritism

46 More "tracking" fast - slow

47 More co-op

48 Career day

49 Combination job-college prep

50 Atmosphere not for learning now

51 Too much fooling around

52 Did not life required courses

53 Coaches no good

54 More college writing courses

55 College prep courses too weak

APPENDIX C

ANECDOTAL RESPONSES BY RESPONDING GRADUATES CONCERNING CARROLLTON HIGH SCHOOL

1. What Caused You to Dislike School?

One, "The fact that my dad was on the school board and I felt that was one mark against me."

Two, "I don't really know. I guess I didn't like having to study all the time."

Three, "Teachers and the same dull routine every day, and memorizing things that are not important to me."

Four, "Was shy with an inferiority complex."

Five, Was too closed in. No one could do anything without somebody watching over them."

2. Why Did You Stay to Graduate?

One, "Education, you can't live without it."

Two, "I knew it was the smart thing to do!!"

Three, "I thought it would help my job opportunities."

Four, "To get a basic education to go on to college."

Five, "My parents wanted me to."

Six, "A promise I made my dad before he died."

Seven, "It was necessary for survival."

Eight, "A matter of pride."

Nine, "I knew it was the right thing to do regardless of my feelings."

Ten, "Because education was essential, whether I wanted it or not. It would have been impossible to advance without a diploma."

3. Thoughts About High School

1. "High school was for me and should be for all students, a place of wonderful experiences. Please try to make the schedule versatile enough to keep all students in school until they can achieve their diploma."

2. "I just wish I'd had brains enough to listen to parents and teachers, alike, when they said, 'make the most of it.' It didn't seem too important - now I wish I'd have tried harder."

3. "I wish I could go back to school."

4. "I enjoyed every minute of it. All extracurricular activities help develop self confidence and esteem."

5. "Tell students to try and make up minds about what they want to do. If you goof off you only hurt yourself."

6. "Counselors were less than adequate for two reasons. They were not easily available to students and there was a poor ratio of students per counselors."

7. "All teachers - very qualified."

8. "High school was great."

9. "I'd study more."

10. "I wish I would have studied more."

11. "I couldn't stand mathematic classes. Also some teachers could have improved their teaching methods."

12. "High school is too much fooling around - world expects a lot from a high school graduate."

13. "Yes!! It sure didn't last long enough."

14. "I consider Carrollton's college prep curriculum to be very good."

15. "Should have tried harder in class."

16. "Athletics made school much more interesting than if we had to do without them. Also the interest of the community in the school added greatly."

17. "There should have been sports for girls when the school first opened."

18. "Wish I would have studied harder and got more out of school - got involved in more activities."

19. "I must be more mature, but it seems that they are too easy on students. It is terrible the way some students dress."

20. "Thank you."

21. "Carrollton has fallen greatly since we left (1970). Students have no respect for teachers or administrators."

22. "I don't think I got enough school work in the 12th grade. More work could have been added to co-op classes. I think family living courses would have been helpful."

23. "Not for my own benefit but for others, more classes should be offered for students considering going into a technical program."

24. "Great school-counselors very helpful and teachers fair."

25. "I would have liked to participate in more school activities! I thank C.H.S. for my education. I feel I've learned a great deal and I thank my past teachers for their concern, understanding and guidance."

26. "Need to offer more classes - Black history, more secretarial courses."

27. "Not a good experience."

28. "I didn't like some of the required classes like four years of English."

29. "A rigid system of order does very little except to keep a few in line and the majority silent on many important issues."

30. "My nursing instructor has already asked me where I achieved my science (Chemistry) background because she can't believe what I have retained."

31. "I didn't like it, you didn't have enough freedom. Too many authorities stuck their nose in too many things."

32. "They should give classes to the students who need to learn things for jobs they will have after school."

33. "The personal interest that teachers at C.H.S. took in the students was one of, if not the things I enjoyed most at school. (I appreciate it especially now that it is so noticeably lakcing in the hectic college atmosphere!) It means a lot to high school students to know they are cared about so much. I realize things must be changed to keep up with the times, but please never change that."

34. "Was proud to be a part of the first graduating class to graduate from Carrollton and many times enjoy looking back through my yearbook. I would like to say that all the subjects that I

took helped me to be a better educated person today, even as a housewife with a high school education."

35. "After this long, I have only good memories of my high school days and I am grateful to all of those at Carrollton High who made them as such."

36. "My years at C.H.S. were great and because of them I wanted to become an educator and hopefully help others have the rewarding experiences that I was so fortunate to have."

37. "As I reflect back, the three years that I spent at Carrollton H. S. were both educational and enriching."

38. "Intramural sports should be stressed more. Too much stress was placed on college and not enough on vocational training. Learning was not applicable to real life."

39. "Being in the first class, the amount of variety of classes and activities was limited. I wish there would have been more foreign language, arts and crafts classes, and physical education classes such as swimming, golf, archery, etc. My high school days at Carrollton were rewarding and I think fondly of them often."

40. "I think they should have a course on marriage, having children and raising children, to help them face the problems that come up often after they marry."

41. "Your shop courses are geared to baby sit the rowdys and those who want to, get nothing out of it."

42. "I learned that school helps when graduated."

43. "Too many kids goofed off not realizing what is ahead. Kids didn't show respect for teachers."

44. "The closeness of faculty and student body at Carrollton was very beneficial to me. If my education were to be improved, I would say instructors should be harder thereby forcing me to study harder. I think typing should be required of anyone in college prep not just one term but until the student is proficient."

45. "Take high school much more seriously and be active and have fun with classmates."

46. "Start earlier to provide students in occupational planning."

47. "Only the fact that some of the teachers (not all) could have had better control of their classes."

48. "Glad I went through it. It matured me."

49. "Felt I had a good education, but envious of today's education."

50. "I enjoyed school very much and found that the teachers and counselors were very helpful in any problems that I might have had."

51. "A better industrial course with more regard to local industry."

52. "My pursuit of a college degree would have been less difficult if my high school work had been more rigorous and more competitive thus forcing me to develop more thorough study habits and use of idle time."

53. "Counseling department was not aware of college curricular available, needs more in-depth material on careers."

54. "More importance should be made of working rather than going to college first."